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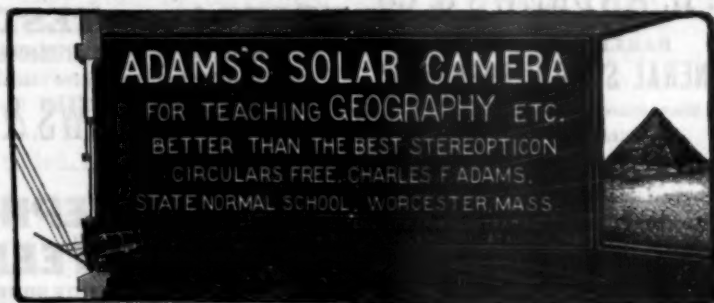
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TEACHERS, when will you realize that an examination is not the test of your pupils' advancement? You know as well before as after a written test whether your scholars have grown in mental and moral power. You take a pile of papers home with you, imagining that they will give you a knowledge

of what your pupils have learned. You are deceived.

No amount of midnight oil, headaches and weariness can give you this information. It is the work you do in the class-room that influences your class. They grow by the food you cause them to digest, not the amount an examination reveals has been stuffed into them. When the term is ended your work is done; good or bad, time will tell; but as far as you and your pupils are concerned the term is ended, and the books are closed.

But here is an anxious teacher who whispers: "How can I grade my class next term? What record shall I write? How can I make out my reports?" Poor soul! Don't you know that grading, records and reports are the stubble of teaching? Burn them up! Grade your pupils according to what you know of them. Classify them in reference to their fitness for life's work, and never attempt to apply the principles of double entry book-keeping to immortal souls! It is far more important that you should find out how much application, honor, cheerfulness, truthfulness, morality and memory your pupils have, than that you should be able to record just what fraction of one per cent. one is above another. No mathematical record of standing ever told the truth! Why keep on telling systematic educational lies? General Grant graduated the best in his class at West Point, according to the late Dr. Davis, his teacher, but the figures put him below the middle. Think of a system of marking and examination that put one-half a class of inferiors above him! And you, perhaps, are working to perpetuate it. Go to your Sermon on the Mount, go to the wisdom of Socrates, go to the old morality of heathen Confucius, and learn to do justly, and love mercy, and walk according to the principles of ordinary honesty and eternal common sense.

It is urged by many papers that manual training should be added to a school course. Then the school course must be reformed, for at present it is all the ordinary child can do to complete it in the given time. It is useless to say that, under any of the circumstances found in the average graded school, as now constituted, a child can do more than he now does. The bench, and lath, and tools are excellent, and ought to become a part of every well ordered school, but not until the present system is replaced by a different one. As long as it is imperative on every teacher to drive into the head of every child a certain measured quantity of the three R's, just so long will manual training languish. There is no room for it. Fill a quart-measure full, and you can get no more in it. The reasoning is so plain that the feeblest-minded logician ought to be able to comprehend it.

It is said that the low, corrupt and vicious class hold the reins of government in this city; that the saloons rule, and that the lowest resorts are licensed to sell liquor. It is

boldly charged that the city is in the hands of whiskey sellers, and that its government is prostituted to their interests; that they control the elections, the appointments, and the legislation, and that the vote of a good citizen counts for nothing. What is to be done? Reform in the interests of honesty. How? Through the home, the church and the school. It is our province to exhort the school, for here may be a centre of influence beyond all calculation most powerful. The character of a fearless, upright, and outspoken teacher carries a mighty influence. The State of New York demands that temperance shall be taught in all her schools, but it demands more, viz., that what is under temperance shall be taught first. A good character in a child is worth more than all the arithmetics this side of Africa, and all the examinations this side of eternity! Teach a young rascal grammar and you teach him to be eloquent for evil: teach him geography and you educate him to become a commercial traveler for Satan! If the schools of our country are not character training establishments they had better be closed at once. A learned sinner is far more harmful than an unlearned one. Rather let our pupils remain in the depths of ignorance profound, than learned leaders in the hosts of evil. The time has come when the charge that our schools are "godless" must be met fairly and honestly. We cannot mince matters here. There is too much at stake. We must do one or two things, either teach morals and religion ourselves, or make provision for somebody else to do so.

THE life of the mind is not measured by the life of the year. One lives, the other dies. Now, in the midst of dead leaves and killing frosts is the spring time of the mind. Many living, burning thoughts have vigorously germinated surrounded by the ice and snows of our northern climate. It is now the spring time of the teacher's year! Now is the time to plow, plant, hoe, and care for the young shoots! Machine planting in this garden is a failure. All hot bed forcing and green house cultivating will fail. Don't try it! Artificial fertilizers are humbugs. Let them alone! Don't attempt to make all plants grow alike. If one needs a pole to climb by, get one. If another modestly seeks shelter, give it shade. Study the nature of each species and adapt the situation and culture to its needs.

Don't be a book farmer, doing this and that, because some crank has printed his folly. Get several modicums of fresh common sense. It is the best thing you can possess in this business. Above all don't be a hired day laborer, following the commands of another, not allowed to do or think for yourself. If you cannot cultivate a little patch for yourself don't cultivate the patch at all.

Be independent of impertinent dictation, even though you cultivate only a single row. So shall you gather an abundant harvest.



MR. CHAUNCEY DEPEW says that there are three thousand graduates in New York City who cannot earn a living.

It is reported that any Amherst College student, who has spent two hours in preparing a lesson, but has failed to learn it in that time, can, by reporting the fact, be excused from reciting.

THE London *Globe* says that there are no more shy children. "We have boisterous masters and misses," it says, "and we have quiet, self-possessed ones, some are very unruly and some comparatively tractable, but none are shy. Some Pied Piper of Hamelin has been round and played all the shy ones away." And the shy youth, the *Globe* declares, no longer exists.

I HAVE seen intelligent, refined teachers sit hour by hour at their desks, cards in hand, to weigh, mark, and per-cent, every sentence that fell from their pupils' lips. How long, how long!! The teacher seeks words, prizes words, worships words—the pupils are sunk into words. How they despise their teachers when the real world teaches them that their wares are worthless.

If I had but one sentence, one question to write, in advising teachers how to learn to teach, that question would be, Do you seek for words or thoughts?

SEVERAL editors seem to be much perplexed over my appointment as President of the Department of Higher Education in the National Association. I confess I was perplexed myself, but as the office sought me, and not I the office, I accepted the election, and made up my mind to do the best I could to make its next meeting a success. As it turns out, this is likely to make me famous. My amiable friend, Mr. Vaile of Chicago, seems to think I sold out, but when, where, how, and why he does not tell. Perhaps he has evidence I have not seen. Nearly a dozen educational (*sic*) papers have copied what Mr. Vaile has said, and shed crocodiles' tears over the sad event. A good deal could be said concerning Mr. Vaile and kindred topics, but the space of this paper is too valuable to occupy in merely personal matters. If educational topics were scarce, I should "pitch into" somebody to fill up space, but at present I am studying day and night how to get fifty excellent articles into the space that can be filled by only twenty-five. Please excuse me, gentlemen, but I cannot come down.

J. A.

NEVER put children back in their studies. There is no necessity for it. You can teach the fundamental principles of arithmetic as well in compound numbers, fractions, or percentage as in addition or subtraction. If your pupils in the eighth grade cannot write a simple sentence correctly, put them into rhetoric, and begin sentence-writing in that "new" branch. If they are in the Fifth Reader, and cannot read well in the Second, get some simple story-books and have them read for the benefit of the younger pupils. The best "putting back" comes from an inner experience that demands simpler work as a necessity. "Be ye wise as serpents and harmless as doves" in bringing about this desirable condition of mind.

ONE of these days, when improved methods become universally adopted, it will sound quite laughable to hear some of its stoutest opposers explaining their positions, and claiming that all along they have been its warmest friends. When the car gets well under way they will all jump on and take a ride. All right, gentlemen, all right; but why not put a shoulder to the wheel now and give a lift? Now you are needed, then you will be an encumbrance. Now the welcome will be hearty, then all the vacant and eligible berths will be engaged. If you are not willing to bear the tribulation, you must not expect to receive the thanks. It is a good thing that newspapers, magazines, and the records of associations are not all destroyed. They will tell the story one of these days, as to who opposed and who helped the cause of reform.

STATE legislatures are frequently seized with spasms of educational economy. Boards of education often cut down salaries and increase work of teachers in order to save a few mills of taxation on each hundred dollars, and the people applaud their action. But what do these economical legislators do when they get a chance at the public crib? Here is a fact. A recent legislative committee in this state, spent for wines and liquors, \$158 at one meal. Ten bottles of champagne at \$3.50 each were drunk. The whole committee numbered 11, and two officers were authorized to accompany them. For nine days supper or lunches were ordered for 20, amounting to a total of \$355.15. The records show that for seven days, at least, three members were absent. Therefore an extra 10 were provided for at these suppers, beyond the number authorized, at the expense of the state. The amount charged for the living expenses of the committee averaged more than \$20 per day for each member.

This is one way the money goes, and yet there are more than 10,000 children in this city alone who have not school accommodations, because there is not money enough to build and support new schools.

SPENCER arranges the different kinds of knowledge, or the different knowledges, to use what he terms a Baconism, with reference to their relative values for the purposes of life, in this order:

1. Those activities which minister to self-preservation.
2. Those activities which, by securing the necessities of life, indirectly minister to self-preservation.
3. Those activities which have for their ends the rearing and discipline of offspring.
4. Those activities which are involved in the maintenance of proper social and political relations.
5. Those miscellaneous activities which make up the leisure part of life, devoted to the gratification of the tastes and feelings.

"A florist," says he, "cultivates a plant for the sake of its flower; and regards the roots and leaves as of value, chiefly because they are instrumental in producing the flower. But while, as an ultimate product, the flower is the thing to which everything else is subordinate, the florist very well knows that the roots and leaves are intrinsically of greater importance; because on them the evolution of the flower depends. He bestows every care in rearing a healthy plant, and knows it would be folly if, in his anxiety to obtain the flower, he were to neglect the plant. \* \* \*

"And here we see most distinctly the vice of our educational system. It neglects the plant for the sake of the flower. In anxiety for elegance, it forgets substance. \* \* \* Accomplishments, the fine arts, *belles-lettres*, and all those things which, as we say, constitute the efflorescence of civilization, should be wholly subordinate to that knowledge and discipline in which civilization rests. As they occupy the leisure part of life, so should they occupy the leisure part of education."

#### COMING TO THE POINT.

There is nothing like coming to the point at once. When you have anything to say, say it, and nothing else. Aim steadily, then hit the mark! To the point, to the point! This advice is needed by teachers. There are many who spend more time in attending to things not at all relevant to the recitation than connected with it. They wander off into all sorts of discussions and seldom come back to the original path in time to walk in it any great distance.

The difficulty with many sermons and addresses is, they fail to hit *any one thing*. They are good enough in general but worth nothing in particular. One goes away from hearing them with a general impression of sound and voice, but nothing more.

When a recitation has no point it is because the teacher has made no preparation and doesn't understand the subject, or because he hasn't force of

will enough to concentrate his own attention on the subject before him. It is one thing to talk about a subject to run all around it, and mystify his hearers by a multitude of words, and quite another to concentrate his thoughts and hit the nail on the head.

A good teacher will often teach a pupil more by asking him a single question of the right kind at the right time, than an unskillful one will by a whole week's talk. A real teacher knows when to talk and when to keep still, and he often teaches more by keeping still than by talking. Power lies coiled up in a single word.

A pupil can never be talked into study. Simplicity is the mark of a great mind. Ideas are lost in a jungle of words. Pointedness is the supreme test of power. It is point and pith men want. The whole spirit of the age is opposed to diffuseness.

Attention to one thing brings *interest*. A student may not like mathematics. It is hard; but he attends to it; he buckles himself down to his book, and soon light dawns, and he sees clearly, and is interested. We always become interested in whatever we attend to thoroughly.

Whatever secures attention shapes character. In this way only is character formed. The young astronomer gives his attention to his calculations and his telescope, and makes himself successful; the young chemist looks after his compounds and apparatus, and establishes his reputation; the student applies himself to his studies and becomes a scholar. Get the attention of a bad boy on a good thing and he will become good. The only way to reform men is through their power of attention. A wicked fool can never be made better because he cannot govern his attention. This is the cause of his foolishness.

We are as inaccurate in our hearing as in our speaking. A man who cannot tell a story straight cannot hear correctly. We have ears that do not hear, and so the mind cannot get knowledge. Hearing well is a most valuable art. It is for this reason that in speaking, the orator first strives to gain the attention. He is constantly saying in his mind, if not in words, "Give ear! harken! hear! behold! look!" Knowledge is power only as we attend to it.

#### THE EDUCATIONAL VALUE OF THE DAILY NEWSPAPER.

Neither an omnivorous reader, nor an omnivorous eater deserves praise; for great capacity for swallowing is not commendable. But who is worse, he who devours everything he can get into his mouth, or reads everything he can get his eyes on! The catalogue of what mankind eat would contain many singular articles, but the dishes the modern daily newspaper serves up as mental food, is much more astonishing. Murders, suicides, robberies, rapes, burglaries, thefts, drunkenness, brawls, gambling, vagabondage, street-walking, opium dens, saloons, elopements, and desertions, are only a few of the long catalogue of "news" (1) paraded before a civilized community every morning in the year. And Christian men read the stuff! And Christian men *enjoy* it! As well might we think of a civilized stomach enjoying the taste of decayed meat, as to imagine a civilized brain *enjoying* the odiferous *stories* of crime and shame printed in our daily press. And some teachers propose to bring such papers into the school as reading material. No! teachers. No! if you have any care for the temporal and eternal rest and safety of the children committed to your trust.

We are told that we are a reading nation, and we are, but what kind of a reading nation are we! There is reading (1) and then again there is reading, and the one kind is as far from the other kind as eternity is from time, or heaven from hell. How long would it take a pupil to acquire a literary taste by reading accounts of murder trials and divorce cases! About as long as it would take a man to become a Christian by reading Voltaire or Paine, and worshiping at the Shrine



of Bacchus. Much of what is grammatically and rhetorically expressed is not literary. Morality and elegance of diction are not synonymous with style and freedom of expression. It is one thing to be able to write fluently and correctly, and entirely another to write clearly and with purity. It is with kinds of reading, as with smoking and olives, taste for them must be acquired, in fact, we can learn to relish the most outlandish moral, intellectual, and gastronomic mixtures. A child can come to like whatever any one may be able to make him eat, or drink, or read. This throws great responsibility upon teachers and parents. Wake up, teachers! to the responsibility of your positions! Quit the eternal grinding at senseless and soulless rules and exceptions, and remember that many a man has been hung because his education consisted in meaningless *nothings* in the school-room, while the real *somethings* outside the recitation, were filled with the horrible demons of the current newspaper.

The amount stuffed into some of our great Sunday morning dailies is enormous. Bring it into your houses! What for? Entertainment? Then would bull-fights be entertaining. Diversion? Then would a police court testimony be diverting. Morality? Then would swearing be moral. Elevation? Then would a railroad train on a down grade to the pit be elevating. Purity? Then would moral filth be purifying. For what purpose does the average city daily exist? For the sole and single purpose of making money. This is the beginning and end of its mission. If Satan himself should offer a paying advertisement to the average paper, it would be eagerly taken. Why? For money.

It is for this reason it has come to be known as the Satanic press of the nineteenth century. Are there no exceptions? Few, very few. You can count their names on the fingers of one hand—of those whose circulation amounts to many thousands.

We shall never have purity unless it is planted and grown. Look at the patent medicine advertisements in the Christian organs of our leading denomination. Wherefore are they there? For the same reason that sin bows in hypocritical worship in the House of God and is called saintly. *It pays.* That's the reason. *It pays*, in publishing a paper, to steal the livery of heaven to serve the devil in. It always will pay until we can rear a generation of men and women loving righteousness for righteousness sake. To the school, yes to the school we must look for the healing branch that shall be cast into the bitter waters of corruption that issue from the hearts of grown-up men. They are lost, but, thank heaven! the children are not!

As far as genuine interest is concerned, it has been truthfully affirmed that the dullest page in Macaulay, Green, Freeman, Stanley, Argyll, etc., etc. (to say nothing of our English classics—Shakespeare, Bacon, Hooker, Milton, Wordsworth, Tennyson), contains more of real interest than the whole mass of the ephemeral details of a daily paper.

What shall be said as to the reliability of the average political paper? Just now in New York we are passing through a heated state canvass, and one class of papers profess to see nothing to praise in the acts of President Cleveland or any member of his cabinet. They would seem to believe that he is the author of all the tariff, postal, and monetary regulations during the past twenty years. Candid, fair, just, and statesmanlike articles, unbiased by party self-interests, do not appear in their pages. Another class is just as unbounded in praise as the other is in blame. The views of both are distorted and unfair. Can such papers as these be relied upon as honest exponents of current events? Do they contain proper reading for forming minds?

It is claimed that newspapers are merely a reflection of daily life, and that they must interest the public or else the public would not read them. But it is not a fact that the daily press is a record of the best phase of life, neither is it true that the best men and women are interested either in reading about or examining into the gutter, the saloon,

or gambling resorts. The literature of the bar-room is not the kind of reading that pleases honest, industrious and God-fearing citizens.

But the educating influence of papers does not consist so much in publishing what is filthy and dishonest, as in pandering to sin by opening its advertising columns to improper advertisements, and affording "facilities for communication between those who indulge in vice and those who live by it," in other words, becoming the organ of those who are described in the first chapter of the Epistle to the Romans. It will never be safe to place such opportunities for vice in the hands of the young and inexperienced.

## THE SCHOOL-ROOM.

### AN ELEMENTARY CHEMISTRY LESSON.

OBJECT: To cultivate careful attention; excite a spirit of investigation; impart knowledge and encourage a spirit of inquiry.

THE FACULTIES EXERCISED: Memory, Generalization, and Judgment.

ARTICLES REQUIRED: Nitric acid; several small glasses, ammonia water, a short glass rod, yellow test paper, blue litmus paper, yellow turmeric paper, carbonate of soda, sulphuric acid, blue cabbage liquor, a small pipette, a solution of potash.

REMARKS: These articles can be obtained through any druggist at a small cost. The results of this lesson will be at once apparent in interest, attention, and a desire to go further in the subject. Permit the pupils to try these experiments for themselves, after they have seen the teacher try them. *Tell nothing.* Draw information and expression from the pupils.

#### A. Action of nitric acid on blue litmus.

Half fill a small glass with water; add to it three drops of diluted nitric acid; stir the mixture with a glass rod; dip into it a slip of blue litmus test paper. Observe that the *blue* color changes to *red*. Put the stirrer to your tongue and taste the mixture. You will find it to have a sour or acid taste.

#### B. Action of nitric acid on yellow test paper.

Take the diluted nitric acid prepared in experiment A; dip into it a slip of yellow test paper. Observe that the yellow color remains unchanged.

#### C. Action of ammonia on yellow test paper.

Half fill a conical test glass with water; add to it three drops of liquid ammonia; stir the mixture with a glass rod; dip into it a slip of yellow test paper. Observe that the *yellow* color changes to *brown*. Put the stirrer to your tongue and taste the mixture. You will find it to have an acid or alkaline taste.

#### D. Action of ammonia on blue litmus test paper.

Take the dilute ammonia prepared in experiment C; dip into it a blue litmus test paper. Observe that the color remains unchanged.

#### E. Counter-actions of nitric acid and ammonia.

Take the diluted nitric acid prepared in experiment A, and the diluted ammonia prepared in experiment C. Dip into the acid a slip of blue litmus test paper. Dip the reddened paper into the ammonia. Observe that the *redness* disappears, and that the *blue* color returns.

Dip into the ammonia a slip of yellow turmeric paper. Then dip the brown part into the acid. Observe that the brown color disappears and the yellow color returns.

#### F. Action of carbonate of soda on red litmus.

Take a slip of red litmus test paper; wet it with water from the water bottle; put on the wet paper a crystal of carbonate of soda.

Observe that the *red* color changes to *blue*.

#### G. Action of carbonate of soda on yellow turmeric.

Take a slip of yellow turmeric test paper; wet it with water from the water bottle; put on the wet paper a crystal of carbonate of soda.

Observe that the *yellow* color changes to *brown*.

#### H. Other counter-actions of acids and alkalies

Half fill a conical test glass with blue cabbage liquor; add to it a few drops of diluted sulphuric acid,

Observe that the *blue* color changes to *red*.

Take a straight pipette in your left hand.

Take up in the pipette some solution of potash.

Add the potash gradually to the colored liquor.

Stir the mixture with a glass rod held in your right hand.

Observe that the *red* liquor regains its *blue* color, and that with more potash it becomes *green*.

With another pipette take diluted sulphuric acid; add it gradually to the green mixture; stir the mixture with a glass rod; observe that the *green* color changes first to *blue*, and finally to *red*.

#### RESULTS TO BE GIVEN BY PUPILS.

We have learned that blue litmus is changed to red by acids; that yellow turmeric is not changed in color by acids; that brown turmeric is changed to yellow by acids.

And from these demonstrations we draw the general conclusion, that *acids change blue litmus to red and brown turmeric to yellow*. We have also found, that acids or substances which change blue litmus to red, have a peculiar sour or acid taste.

We have learned, that yellow turmeric is changed to blue by alkalies; that red litmus is not changed in color by alkalies.

And from these demonstrations we draw the general conclusion, that *alkalies change red litmus to blue, and yellow turmeric to brown*.

We have also found, that alkalies, or the substances which change red litmus to blue, have a peculiar acid or alkaline taste.

We have learned, that these bodies have the faculty of neutralizing each other's power.

Hence, acids restore colors that have been altered by alkalies, and alkalies restore colors that have been altered by acids.

### AMONG THE GERMAN SCHOOLS.

#### A REVIEW LESSON.

BY L. SEELEY, JR., Jena, Germany.

After the geographical points were well fixed, the historical study of the Battle of Jena, for which an excursion was especially made, was taken up.

Teacher. When did the battle of Jena take place?

Pupils. The battle of Jena took place Oct. 14, 1806.

T. Between whom was the battle?

P. The battle was between the French and the Prussians.

T. Who commanded the French?

P. Napoleon commanded the French.

T. At what time did the battle begin where we stand?

P. The battle began here at 9 o'clock.

T. What was the result?

P. The Prussians were driven back to Closewitz.

T. Describe the movements of Soult.

P. Soult marched down the valley of the Saale as far as Golmsdorf, where he met the Prussians, and routed them.

T. Who took his stand here?

P. Napoleon took his stand here.

T. Who was Napoleon?

P. Napoleon was the Emperor of the French.

T. Who commanded the Prussians?

P. The Prussians were commanded by Hohenlohe.

Thus questions were asked which thoroughly fixed the positions of both armies, the time of the attack, the movements of the divisions, the result, and the line of retreat. Questions were repeated in different forms and in many ways, in order that the dullest pupil should not fail to understand.

Having completed the study of this point, the line of march is taken up, following the direction of the retreat to Viergehuhellen, where the Prussians made their final stand, and where the great battle was fought. This was about a mile farther on. Here the same course was followed as before. The positions were fixed. Lannes commanded the centre of the French, Ney the left, and Bernadotte the right. Soult, after defeating the Prussians at Golmsdorf, effected a junction with the main army,



The Prussians charged upon the French at 11 o'clock, but were thrown back with terrible loss. They repeated the charge with like result. The French then moved upon the enemy and completed the victory at 1 o'clock. The Prussians, shattered and ruined, fled in the direction of Weimar.

The picture was made real and vivid. The pupils were called upon to point out with the finger the various positions and movements. The teacher by skillful questioning, drew out the facts from all sides. Review, review! That was the watchword, and that is the watchword of all German teaching. No question was put twice in the same form. The fact that the Saxons were isolated and took no part; that Napoleon had 200,000 men and Hohenlohe but 123,000, were brought out; the consequences of the battle to Prussia and Germany were discussed; the spirit of patriotism, inculcated in so many ways in Germany, was not omitted, and the opportunity was seized to foster the love of "Vaterland," so remarkable in Germany.

When the work was completed, teachers and pupils went to a village near by and ate lunch together, thereby strengthening the bond between them.

V. Review.—About a week later the teacher brought forward the class again and assigned them places at the blackboard, the board being spaced for each pupil to avoid confusion. At the command of the teacher the pupils faced the board, chalk in hand ready to write. The answers were abbreviated and not in sentences, owing to lack of space, and to save time.

#### a. PERSONS.

Teacher. Who commanded the French?  
Pupils write. Napoleon.

T. Who marched down the valley of the Saale to Gölmsdorf?  
P. Soult.

T. Who commanded the left division of the French at Vierzeheiligen?  
P. Ney.

T. Who commanded the Prussians?  
P. Hohenlohe.

#### b. PLACES.

T. Where did the Prussians take position at first?  
P. Near Closewitz.

T. Where did Napoleon take position?  
P. On Landgrafen Berg.

T. Where did Soult defeat the Prussians?  
P. At Gölmsdorf.

T. Where did the final battle take place?  
P. At Vierzeheiligen.

#### c. TIME.

T. When did the battle of Jena take place?  
P. On Oct. 14, 1806.

T. At what time did it begin?  
P. At 9 A. M.

T. At what time did the attack at Vierzeheiligen begin?  
P. At 11 P. M.

T. At what time did it end?  
P. At 1 P. M.

At the completion of the writing the pupils who had remained in their seats as critics, criticised the answers, the spelling, etc. Errors are immediately erased and the work corrected.

Teacher asks the questions again and receives short answers, the pupils not looking at the board. He then receives the answers in full sentences. Finally one pupil states an answer, and another forms the question belonging to it.

This work is then erased, and the pupils rapidly sketch the prominent features of the surroundings of Jena, taking perhaps three minutes for it. Each pupil is provided with two colors of crayons besides the white—red to represent the French, and yellow to represent the Prussians.

Teacher. Show the position of the French at 9 P. M.

Pupils indicate it on their maps with red crayon.

T. Show the position of the Prussians at the same time.

Pupils indicate as before with yellow crayon.

T. Show the position of the French and Prussians at 11 A. M.

Pupils erase the marks indicating the former positions, and move the armies forward.

### THE NEW EDUCATION AMONG THE PINES OF THE SOUTH.

BY MARGARET MORLEY.

"What shall I do with these children," was my thought as I stood for the first time before my school of young "Crackers" in the Florida woods. Not all "Crackers" either, but the exceptions were worse, if possible, being the offspring of consumptive parents who had come to Florida to prolong their lives in the warm air of the pine woods. Naturally, springing from such a source, the children were narrow-chested and round shouldered. The consumptives on one hand, and the half-starved little "Crackers" on the other, offered a problem far from easy of solution.

I was at once impressed with the feeling that their bodies needed more and better teaching than their minds. Their gait was awkward, their voices were high and weak and altogether they were as hopeless-looking a set of children as one ever undertook to teach.

They knew nothing of school-life, and that was in my favor, as the course I decided to pursue was so unlike ordinary school teaching that my pupils, if they had had any experience with other teachers, might have found it difficult to believe they were in school at all.

There were no "rules"—why should there be? At home the children live without the constant fear of breaking rules and are no less easily controlled there than in school—more easily indeed. I doubt if a child endures so many punishments in all his life at home as fall to the lot of most small folks in five years of schooling.

Whispering was not prohibited, consequently there was none. Everybody had something to do and was anxious to do it.

If a pupil wished to leave the room he did so quietly, without asking permission, and returned quickly, because he preferred his school work to play. There was so little feeling of compulsory confinement that I have seen more than one small boy take slate and pencil and go out under the pines to do his sums when the heat or the flies troubled him in the school house.

From the beginning, I devoted one-sixth of the time to physical training—formative gymnastics, standing, walking, and voice culture. Each morning upon the opening of school we gave ten minutes to this work. In the middle of the forenoon ten minutes more and before dismissal at noon a third ten minutes.

The first ten minutes was usually devoted to analyzing and practising sounds, and making floating motions of the arms—motions taught by all Delsartean teachers and so beautiful in themselves that the ugliest arm becomes beautiful by the grace of its motion.

During the second ten minutes, when the children were wearied with sitting and staying in the house, they practiced standing erect and walking backwards to accustom the foot to descend on the ball first; or they raised the arms to the level of the shoulders, and tried to see who could throw them back until the hands met behind and bent over backwards; and they shouted and sounded bugle calls by pursing up the lips and expelling the breath in a way that made a perfect imitation of the sound of the bugle, while it gave the best of lung and throat gymnastics.

During the third ten minutes the children shook their hands, then their whole bodies, until they were as limber as eels. They liked to perform this exercise, following which the beautiful rhythm of the arm motions came of its own accord.

The children did not, of course, know what was being done to them, but they enjoyed trying who

could stand the straightest and walk the best; and when one by one, they caught the rhythm of the aesthetic gymnastics their delight knew no bounds. "It feels so good," "I have no bones," "I feel like rubber," "It makes me want to fly," they said.

Gymnastic time was the favorite part of the day—especially with the older girls, who soon began to see they were shuffling off some of their awkwardness and taking on motions which they felt to be beautiful. Even a "Cracker" girl likes to make a graceful bow when she has occasion to make any at all.

As the pupils were of different sizes and differently proportioned lengths, each one did his gymnastics independently of the others, and the room as a whole seemed to be in dire confusion, though each individual was doing the one thing right for him to do. Thus, I think, a school-room ought to look. Boys and girls cannot be made in sets like knives and forks.

The children's voices formed the most difficult factor in the problem. No two pupils could strike the same key—it took long practice before the school could, as a whole, sustain a given note. It was with astonishing facility, however, that even the youngest pupils learned the formation of sounds. As soon as they knew the names and positions of the organs they could tell how a new sound was made—that is, what organs were used, their positions, and whether the sound required voice.

When the children had been at work six weeks, came our "Little Rebel Generals," twin boys of thirteen—small for their age, but supple as Indians. They had never worn a shoe, their clothes, nothing but gingham waists and woolen trousers, in no way constrained their motions. They had lived all their lives in a tent with their father, who went about the country working at bridges, wells, etc. They could not read or write a word. They could hit a mark with a rifle at long range, or sail a boat with the best. Their names were Stonewall Jackson and Robert E. Lee. They laughed long and loud at their own first efforts at aesthetic gymnastics, but in three days the unfettered limbs of the "Little Rebel Generals" had caught the rhythm of the beautiful motions, and accomplished more than those who had worked six weeks.

The children had a habit of carrying their school into the woods with them and the little girls were so fond of the floating arm motions, which they called flying, that upon the dismissal of school they all flew away home, floating their arms up and down and running along with a peculiar dancing motion to keep time with their wings. It was a pretty sight. It so happened that the smallest boy could make the best bugle note and he usually accompanied the flying girls, his bugle sounds returning long after his small form was lost among the trees.

I taught the school but three months, and in that time the children learned to use consonants sufficiently well to distinguish their speech from that of the other people of the place.

The children learned dialogues and short pieces, and spent as much time in reciting as in reading. At first they made no gestures and an attempt to force them to do so showed the bad use of that plan. They were let alone, and as day by day their reading and reciting grew more expressive they were unconsciously led into making gestures. The frequency of their recitations and gymnastics removed also the embarrassment they at first felt, and when the time came for lessons on bowing, the children showed as little self-consciousness as they did for the gymnastic exercises.

And so at the end of three months of physical training the children went home erect, high-chested and free in movement, much more graceful in walk and bow, sweeter voiced in talk and song, and with the breath of life so much stronger than when they came that we all felt that their successful arithmetic and geography lessons were of little importance when compared with the improvement in their appearance and the gain in breath and blood which would enable them to grow brain power for further use.



## VOICE TRAINING.

Report of a Lesson Given by Mrs. Frank Stuart Parker to the Professional Training Class, Cook Co. Normal School, Sept. 22, 1885. Reported by Martha Fleming.

The lesson began with exercises for placing of voice. Teacher at piano: "Sing ah" down the scale. Repeat, growing softer and softer at each repetition. By this practice less force is required, there is less contraction of the throat, and, therefore, less danger of hurting the voice. Only the inner edges of the vocal chords vibrate in this, which requires greater skill.

Next exercise was giving the stroke of the glottis. Teacher made the class listen attentively to the sound, as given by herself. "Hold the mouth open. Sing with gladness. Strike it directly. Many people strike below the pitch and then come up to it. Uncultivated voices always make their attack in this wavering way. Aim at precision of attack."

Physical exercises were then given to the class. "Class rise. Sit again." Now, come into military position as you rise, and do not fix yourself in it after rising. Let your jackets alone, and do not stop to arrange your overskirts. Keep out of the atmosphere of fuss. Teacher illustrates this.

Return to voice work. Teacher made a drawing of the roof of a mouth and tongue, representing the position of the tongue in the mouth. The pupils were told to bring small hand glasses and observe their own mouths. All the pupils had small paper knives, which had been made by themselves in the workshop. I noticed that many of these knives were cut large enough at the handle to keep the teeth open the prescribed distance, thus serving a double purpose. "Lay the knife as far back on the tongue as you can with comfort. Hold the tongue flat in the mouth. Sing ah down the scale from scale to scale until you can sing without a quiver of the tongue. This is one of the first things to be done in improving quality of voice.

"Why should the tongue come up the moment you begin to sing if it should stay down?" Why does it not do the right thing naturally? "Swallow." "What do you observe?" "The back of the tongue rises." The tongue is in such constant use in swallowing that the muscles that raise the back of the tongue grow strong at the expense of the one that lowers it. Energy flows in the accustomed channels, and along the line of the least resistance. "It is just as natural to produce voice as it is to swallow, and I do not see why the muscles act unnaturally in the one case, and naturally in the other!" Babies and small children use the throat in a normal manner; as they grow older and imitate the bad models by which they are surrounded, or are made self-conscious by flattery and bad teaching, the wrong action begins. If children were surrounded by excellent singers and accustomed to singing from the first they would have less difficulty. We begin too late with them. A mistaken notion has prevailed that the training of the voice should not be begun under eighteen years of age, whereas, if proper care is used, children can sing from earliest youth, and by the constant, judicious use of the voice, retain the flexibility, and freedom of muscular use that once lost is with such difficulty recovered.

Class then took their reading books. The selection chosen was Dicken's description of Dolly Varden's father. Several read without calling forth any criticism from the teacher. Then came the general criticism: "No expression on the faces. A general sinking down. No animation." The last reader was then asked to criticise herself. "I suppose I did not read with the right expression." The teacher objected strongly to the "right expression." "You did not feel the right thought." The whole attitude of the class is depressed. You must not attempt to say one thing with your mouth, and then make it a lie with all the rest of your body." That is what is often called intelligent reading. "How can I hear what you say, when what you are, is thundering in my ears?" The next reader read the sentence, "Carts went rumbling by," giving "by" a dull, minor inflection.

Teacher worked to get the inflection up, showing that unless there is an interval of five tones, the inflection is minor. "This should be bright and joyous. You hear these minor inflections everywhere. We are exhorted from the pulpit to enter into the joys of heaven in the saddest, most sepulchral of tones."

The next young lady was told that "to interest others the first requisite is to be interested yourself. She showed in conversation that she had the thought, while she failed to express it, the moment she began to read. Best elocution teachers send you to children for best inflections. Children know how to emphasize. Why could this girl not express the thought in her mind?" The question was left with the class to be answered next time.

## LESSONS IN ZOOLOGY.

BY ANNA JOHNSON.

## STRUCTURE OF BIRDS.

Have the breast-bone, backbone, ribs, and bones of legs and wings to show the scholars.

Draw attention to the shape of the breast-bone of flying birds; that it is keel shaped, and has depression on each side of the keel.

Call attention to the breadth of the wing of a flying bird as compared with its size when stripped of its feathers. Refer to the strength and size of the muscles in the blacksmith's arm, and the reason. Speak of the great amount of strength necessary to enable the bird to fly, and consequently the large muscles needed. Tell them the depressions on each side of the breast bone give the needed room for the large muscles.

If convenient, show picture of the breast-bone of an ostrich; if not, state that the ostrich has no keel on his breast-bone, and consequently but little muscle; have them judge why.

Have them notice the difference in the size of the legs of running and flying birds. The parts that require the most exertion always being larger and stronger.

Speak of the reason of the failures in attempting to make wings for the use of man. Man's whole structure would need to be altered, for as man is so much heavier, he would require enormous muscles and a very deep keel to his breast-bone to make room for them.

Things that float and fly in the air must necessarily be very light. Try the experiment with light and heavy things in the air. Speak of balloons and soap bubbles. Tell them of the peculiar contrivance to render the bird's body as light as possible. When he takes the air into his lungs it does not stop there, but some of it passes on into sacs and cells, and even into many of the bones which are hollow for that purpose. Show them the hollow bones. Refer to life-boats, which have air-chambers to make them light and keep them from sinking. Speak of the eagle and the penguin, in which the air only goes into their thigh bones; let them tell the reason.

Have them notice the backbone, and state why it is composed of so many small bones.

Illustrate from the objects or drawing how the bones of the wings answer to the bones of the front legs in animals, and arms and hands in man.

Dwell upon the beautiful and wonderful adaptation of structure to use.

## BOTANY IN AUTUMN.

Nearly all the text-books on Botany with which I am acquainted recommend that this study be begun in winter. One of the reasons assigned for this being that the student may thus become familiar with botanical nomenclature from the text-book, and have it ready to apply by the time the flowers of spring have made their appearance. It is needless to say that this learning the name before the thing is presented violates an important principle of teaching. "Never give a name until the necessity for it is seen." First things, then names. Much of the aversion to this study is,

doubtless, owing to this very unnatural way of presenting it, for in botany, preëminently, the name is uninteresting, but the thing is most interesting. The Rev. Samuel Jones, the Southern revivalist, is credited with saying, "I do not like botany nor theology, but I love flowers and religion." Without discussing this sentiment we may remark that probably botany was presented to the reverend gentleman as above suggested.

Another reason given why we should begin this study in the spring is, that spring flowers are, as a rule, more simple in structure, and, hence, more easy of analysis than their gorgeous sisters of autumn's train. This is a valid reason, but not of itself sufficient to overbalance the reasons in favor of presenting the subject in autumn.

In most of the States north of Mason and Dixon's Line there are no flowers before the last of April or early in May, and none in abundance before the latter part of May. As the majority of our schools in which this branch is taught close in June, this gives no time for learning the structure of the plant and of the flower by actual observation, and very little time for analysis. It will be seen, therefore, that even though spring plants be simple in structure and easy of analysis, they are not obtainable, in a very considerable extent of our land. The teachers must fall back upon cultivated plants, sparing in blossom and in fruit, or he must teach botany without plants, a task more difficult than that demanded by the Egyptian taskmaster of his Israelitish bondsmen.

Again, many of the flowers found in early spring may be found early in the autumn. To-day, the last summer's day, I saw the buttercup and the dandelion. Those that remain not with us, the violets and the arbut, belong rather to the realm of the poet and present no difficulty to the botanist who has been trained on autumn flowers.

In the spring, the fields and woodlands are damp, the weather variable, and the habitats of many plants almost inaccessible. In the autumn the days are warm and bright, the fields are dry, and botanizing a pleasure. Many specimens may now be carefully taken up, transplanted to the school-room, and prove a source of pleasure and profit.

Do we wish to study leaf-forms? We have now, the leaves fully developed, and painted in glowing colors ready for transfer to our portfolio, there to be kept for ready reference.

But, further, in autumn we have, also, the fruit of the plant, a most important part, (I had almost written the most important part), and one quite ignored in much of our botany teaching. Important, as being an interesting branch of the study, and also, important as being an essential part, many plants being capable of analysis and classification, only by means of their fruits. How narrow the signification of the word fruit to most minds! How many think of the fruit of the dandelion or of the cabbage! What farmer is acquainted with the fruit of the turnip other than in the sowing! Yet how much more important in some respects its fruit than is its esculent root which he values most. In the case of trees usually the fruit is more conspicuous than the flower, the blossom.

To sum up these crudely put suggestions, if one would teach botany by natural methods, from the plant, autumn is the best time to begin. If one, would study the plant in all its parts, the root, the stem, the leaf, the flower, the fruit, autumn is the only time to do so. If one wishes to study it afield, autumn is the pleasantest time. If one desires to imbue one's pupils with a liking for a naturally fascinating study, autumn is the proper time. Pupils enter upon their school-work after their summer excursions with minds teeming with information from observation, that the skillful teacher can readily make available.

It is true that the golden-rod, the sun-flowers, the asters of our autumn days are somewhat difficult of classification, but for the study of structure they are fully as useful as the plants of spring and more interesting.



## TABLE TALK.

Cannot some way be found to get rid of :

"The man who strikes a brimstone match  
To light a bad cigar,  
As he steps into the stairway from  
An elevated car.

He puffs a cloud of nasty smoke,  
And doesn't seem to care,  
If half a dozen ladies are  
Behind him on the stair."

Of course this applies to this city, but a similar nuisance is met with in all parts of our country. There is no objection to a man who does not interfere with the rights of another, while he is doing what he pleases; but it is not necessary to the pursuit of life, liberty or happiness that a man should make a smoke stack of himself in public. Taking pure air from our noses and mouths is stealing, but filling them with nasty tobacco smoke is downright, illegal coercion.

Mr. J. I. Burrill of Portsmouth, Neb., thinks that the reason so many young men make failures in life, is that all their originality has been destroyed during their school days. They have been drilled upon definitions and principles, and crammed for examinations, but no original ideas have been allowed to spring up in their minds. After the process called education has ended they go out into life with no power to think for themselves. Their only capital is the antiquated wares of the school-room which finds no market in the working world.

DEAR EDITOR.—In your JOURNAL of Sep. 12th, a fellow-teacher aptly defends the teachers against the charge of obtaining books on the cost of the publishers. Now, I would like to say a word to you, which you may publish if you deem worth while.

You, as well as many other editors, give premiums for new subscribers. It is well. I wish your JOURNAL were in the hands of every teacher. Now, we have here a Superintendent who has a way of getting books without pay. The first year he worked for a certain JOURNAL, a monthly, \$2.00 a year, I think, and received quite a number of subscribers so as to receive a "Webster's Unabridged." Being told that some were readers of your paper, he said, "It is a good paper, but this is one of our home papers which we should patronize. It is fully as good." I sent for it a year. One number of your JOURNAL is of more aid to me, than the whole year of the other. But what was my surprise to find, that next year he was in the field for another journal of the same stamp, receiving a treatise on law, (he being a lawyer), as premium. Many teachers changed, for it is a fine thing to be on good terms with a superintendent, else your certificate would not be renewed.

This may be an extreme case, nevertheless it is true and shows that teachers are very often the book-buyers of the superintendent or principal. B. H. H.

## READING CIRCLES.

The success or failure of the Reading Circle in any county depends chiefly upon the zeal and tact of the county manager, and it is especially encouraging that nearly all of the county superintendents are so hearty in their support of the movement. The Reading Circle has come to stay. It has great possibilities for good. It costs the teachers some money, and requires much earnest work. It will not grow up in a day, nor die in a night, and we shall be greatly mistaken if this movement does not widen and deepen until all the schools and all the homes of our state shall be benefited by it.—*N. W. Journal of Education.*

The *Educational Courier* (Ky.) prints the following excellent hints, which it would be well for all interested in this important movement to take note of:

What officers are necessary for a local circle?

Only such as are necessary to keep up the organization, if there is an organized local circle. It is advisable to meet occasionally and to discuss the matter read, if it can be done conveniently, but it is not necessary to do so. To save expense, each county should have some one to attend to the correspondence, to get the books, and to make reports. This is the only necessary officer.

What arrangements can be made for procuring the books needed?

The local secretary or some other officer of the circle should ascertain the number of books wanted, and either send the list to the publishers, or the whole list to the General Secretary, who will fill it. All books should

be sent for at one time so as to save expense of freight. A large package can be sent more cheaply than a small one. Books must be paid for on delivery or when ordered.

When should the fee be collected?

The fee must be paid in advance, so that certificates may be issued to the members.

The following questions have been proposed to the Illinois Reading Circle. Our readers will find them helpful in fixing important points in the mind.

1. Define intellect, sensibility, will, and give illustrations showing that you clearly understand your definitions.
2. When the wise teacher wants to lead the child up to a resolution, what order does he always observe?
3. How do memory and imagination assist the teacher?
4. Have you clear ideas of the meaning of the words comparing, abstracting, judging, generalizing and reasoning? Express your ideas.
5. Why is a learned man not always an educated man?
6. As the teacher cannot give the pupil an education, what is he to do?
7. Why does the process of education, especially in our graded schools, not make all children alike? Give illustrations.
8. State clearly the difference between special and general education.
9. Hewitt says: "Rarely or never adopt a good method." Why?
10. State four fundamental truths of Pedagogy.
11. Who has no business to attempt to teach?
12. How train the senses?

## FOR THE SCHOLARS.

## AN AUTUMN EXERCISE.

## I.

## THE GREETING.

(If used at an afternoon gathering, wherever the word "night" is used, substitute "day.")

Dear parents and friends, we greet you to-night,  
With words of good-cheer and with songs of delight.  
We come from the valley of innocent joy;  
We know not the cares that the heart may annoy.  
It is the glad occasion, when both the old and young  
In one loud voice of harmony, send up their grateful song.

Welcome, welcome is the greeting  
Which this night we give our friends;  
Joyous, joyous is the meeting,  
Which your kindly presence lends.  
Love is still our richest treasure,  
Casting out all earth-born fear;  
Let the smile of heartfelt pleasure  
Beam on all who gather here.

## II.

## OUR SHEAVES.

## All in concert:

Back from the forest we're bringing our sheaves,  
Armfuls of posies and bright autumn leaves;  
Happy are we, though the chill wind may blow,  
The herald of winter in garments of snow.

## III.

## THE SEASONS.

[Four children represent the seasons. They may have banners bearing the names of the seasons, if desired. The arrangement of the verses may be varied to suit the time of representation.]

*Winter.*—The little snowflakes come  
When the singing-birds are dumb,  
And fill the empty nest;  
And the frost upon the pane,  
Mimic ferns and bearded grain,  
And the blossoms we love best.

*Spring.*—The pretty wind-flowers rise  
With an air of sweet surprise,  
When the laughing spring  
Calls the crocus from its sleep,  
Bids the grass begin to creep,  
And the sparrows sing.

*Summer.*—The daisies' lint-white flocks  
Push and jostle; and the locks  
Of the barberry shine,  
When the mosses' fringes spread,  
And the dodder's jeweled thread  
Makes the meadows fine,

*Autumn.*—When the autumn walks abroad,  
Torches of the golden-rod  
Burn the livelong day;  
And the birds are flying far  
When witch-hazel's yellow star  
Lends its little ray.

MARY A. PRESCOTT.

## IV.

## THE LESSON OF THE WHEAT.

[The first scholar holds some blades of wheat. The second a handful of wheat-stalks. The third an ear of wheat in blossom. The fourth some full, ripe ears.]

## First Scholar:

First the blade—  
Out in the field I found,  
Shooting above the ground,  
Just down beneath my feet,  
These two small blades of wheat.  
(Shows them.)

## All in concert:

And don't you surely know,  
When these begin to grow,  
It is because the seed was planted down  
below.

## Second scholar:

I found beside my walks,  
These higher stems and stalks.  
(Shows them.)  
The sap within supplied  
Long leaves on either side.

## All in concert:

And don't you surely know,  
As fresh and green they grow,  
It is because the seed was planted down  
below?

## Third scholar:

Here is the ear—  
I found and bring you here  
(Shows it.)  
This young and tender ear;  
Each perfect grain beneath  
Its nice protecting sheath.

## All in concert:

And don't you surely know,  
As strong and full they grow,  
It is because the seed was planted down  
below?

## Fourth scholar:

After that the full corn in the ear.  
I bring the full, ripe wheat.  
(Shows them.)  
Dew rain, and summer heat,—  
Whether we rose or slept,—  
O'er them their care have kept.

## All in concert:

And don't you surely know,  
Though these have made them grow,  
It is because the seed was planted down  
below?  
And we shall surely know,  
When heavenly graces grow,  
It is because the seed was planted down  
below!

MARY B. C. SLADE, in *Wide Awake*.

## V.

## HARVEST TREASURES.

[For one, two, three, or six speakers, as may be deemed best. They should be the oldest scholars in the primary department.]

We gather round our Eastern shrine,  
And sang our songs of gladness;  
The resurrection of the spring  
Dispelled the winter's sadness.

The sun and rain prepared the ground,  
The seeds fulfilled its mission:  
Each tender blade looked up to Him  
Who gives the glad fruition.

Then, when the summer days were long,  
And earth was full of beauty,  
We gathered, once again, to sing  
Of Hope and Love and Duty.

With joyful praise we come again,  
Our harvest treasures bringing;  
Thanksgiving hymns from grateful hearts  
Through all the land are ringing.



The storehouse and the barns are filled  
With autumn's golden treasure,  
The Giver of the increase sends  
His blessings without measure.  
And as upon our harvest shrine  
We lay each small oblation,  
We'll look to Him, who gave us all,  
In grateful adoration.

—DAYSPRING.

## VI.

## TIME ENOUGH.

(To be recited by boy or girl.)

Two little squirrels, out in the sun,—  
One gathered nuts, the other had none;  
"Time enough yet," his constant refrain,  
"Summer is still just on the wane."

Listen, my child, while I tell you his fate:  
He roused him at last, but he roused him too late;  
Down fell the snow from a pitiless cloud,  
And gave little squirrel a spotless white shroud.

Two little boys in a school-room were placed:  
One always perfect, the other disgraced;  
"Time enough yet for learning," he said,  
"I will climb, by and by, from the foot to the head."

Listen, my friends: their locks are turned gray;  
One, as a governor, sitteth to-day;  
The other, a pauper, looks out at the door  
Of the almshouse, and idles his days, as of yore.

Two kinds of people we meet every day;  
One is at work, the other at play.  
Living uncared for, dying un-nown,  
The busiest hive hath ever a drone.

## VII.

## THE LEAVES AND THE WIND.

(TO BE RECITED.)

"Come, little leaves," said the wind one day—  
"Come o'er the meadows with me and play;  
Put on your dresses of red and gold,—  
Summer is gone, and the days grow cold."

Soon as the leaves heard the wind's loud call,  
Down they came fluttering, one and all;  
Over the brown fields they danced and flew,  
Singing the soft little songs that they knew:

"Cricket, good-bye, we've been friends so long!  
Little brook, sing us your parting song,—  
Say you are sorry to see us go;  
Ah, you will miss us, right well we know.

"Dear little lambs, in your fleecy fold,  
Mother will keep you from harm and cold:  
Fondly we've watched you in vale and glade;  
Say, will you dream of our loving shade?"

Dancing and whirling the little leaves went;  
Winter had called them, and they were content.  
Soon fast asleep in their earthy beds,  
The snow laid a coverlet over their heads.

—GEORGE COOPER.

## VIII.

(ALL IN CONCERT.)

Downward sinks the setting sun,  
Soft the evening shadows fall;  
Light is flying,  
Day is dying,  
Darkness stealeth over all.  
Good-night!

We are indebted for these selections to "The Little Folks Speaker," published by Ward & Drummond, New York.

## LIVE QUESTIONS.

1. Name three of the greatest benefactors our country has produced.
2. Three of the best writers.
3. Three of the greatest soldiers.
4. Three of the most eloquent orators.
5. Three of the best poets.
6. Three most distinguished artists.
7. Three of the greatest statesmen.

For the SCHOOL JOURNAL.

## LIVE ANSWERS.

1. The three greatest wonders of this country are the Niagara Falls, Mammoth Cave, and the Brooklyn Bridge.
2. The men who receive the largest salaries for service rendered are the presidents of our largest life insurance companies.

3. A boy can always tell what business or profession he will succeed in by studying his tastes. These are developed very early.

4. There are three political parties in this county, the Democratic, the Republican, and the Prohibition. It is difficult to tell what is the difference between the first two. The Republican party claims to be the party of reform, but we have had no President of late years who has advocated more strenuously Civil Service Reform than President Cleveland. Both parties are divided in sentiment among themselves concerning the silver question and tariff reform. The Prohibition is working to put down the greatest evil that now exists in the United States, that of intemperance, by legislative action.

## A STRING OF PEARLS.

They are poor  
That have lost nothing; they are poorer far  
Who, losing, have forgotten; they most poor  
Of all, who lose and wish they might forget.

—JEAN INGELW.

Knowledge and wisdom, far from being one,  
Have oft-times no connection.—WM. COWPER.  
The busy world shoves angrily aside  
The man who stands with arms akimbo set.

—JAMES RUSSELL LOWELL.

There is a tide in the affairs of men,  
Which, taken at the flood, leads on to fortune.

—SHAKESPEARE.

There's worth as sure among the poor  
As e'er adorned the highest station,  
And minds as just as theirs, we trust,  
Whose claims are but of rank's creation.

—CHAS. SWAIN.

A true life must be simple in all its elements.—HORACE GREELY.

Time wears no wrinkles on the brow of eternity.—BISHOP HEBER.

Every day is the best day in the year.—R. W. EMERSON.

The great art of life consists in fortitude and perseverance.—SIR W. SCOTT.

Education is not confined to books. The world is a great school.—J. T. TROWBRIDGE.

The best laid plans are daily sacrificed because somebody is "behind time."—FREEMAN HUNT.

The talent of success is nothing more than doing what you can do well, without thought of fame.—LONGFELLOW.

A sneer, a shrug, a whisper low,  
They are poisoned shafts from an ambushed bow!  
Shot by the coward, the fool, the knave,  
They pierce the mail of the great and brave;  
Vain is the buckler of wisdom or pride  
To turn the pitiless point aside;  
The lip may curl with a careless smile.  
But the heart drips blood, drips blood the while.

Ah, me! what hearts have been broken,  
What rivers of blood have been stirred,  
By a word in malice spoken,  
By only a bitter word!

O yet we trust that somehow good  
Will be the final goal of ill,  
To pang of nature, taints of will,  
Defects of doubt, and taints of blood;

That nothing walks with aimless feet;  
That not one life shall be destroy'd,  
Or cast as rubbish to the void,  
When God hath made the pile complete.

—IN MEMORIAM.

Well knows the fair and friendly moon  
The band that Marion leads—  
The glitter of their rifles,  
The scampering of their steeds.  
'Tis life to guide the fiery barb  
Across the moonlight plain;  
'Tis life to feel the night-wind  
That lifts his tossing name.  
A moment in the British camp,  
A moment—and away  
Back to the pathless forest,  
Before the peep of day.

—From *The Song of Marion's men*.

## HONORING GREATNESS.

## DECLAMATION.

It has sometimes been said that the world knows nothing of its greatest men, but some men not great are treated with wonderful consideration. For instance a pugilist saloon-keeper in the Quaker City fought another pugilist saloon-keeper, and on his return to the city founded by William Penn was met by a crowd of admirers. In fact, his admirers were numbered by hundreds. Cleopatra, when she sailed up the Cyndus to meet the great Antony, could hardly have traveled in more state; Horatius, when he returned from keeping the bridge over the Tiber, did not arouse more admiration. A cheering crowd met this pugilist when the train stopped; a band of music played "Hail to the chief who in triumph advances"; a band of enthusiastic friends lifted him bodily from his feet and bore him aloft on their shoulders to a splendid carriage drawn by four prancing horses; a body guard of 800 devoted fellow citizens followed the carriage down the main street of the city; directly in front of his chariot ran a goodly number of the youth of the city, making constant proclamation that the great man was coming. At one corner of the street three maidens were noticed waving their handkerchiefs to the hero, who bowed to them in return. Thus came the pugilist saloon-keeper home.

What does this mean? What would the good William Penn have thought, if he had seen an ovation like this tendered to a prize fighter? There is many a man who has done the world great service who has had no ovation during his entire lifetime. Do we then think more of prize fighters than we do of philanthropists?

But let us stop a moment. Who were these people who thus honored the pugilist saloon-keeper? Look into the crowd and see. Not such were they who honored Washington, and Lincoln, and Garfield when they entered Philadelphia. From this we learn that it makes a great difference who pays one a compliment. Those who honored the pugilist were men of little standing in Philadelphia.

## THE THINGS OF TO-DAY.

In addition to the cholera, Spain has suffered from disastrous rains. It came down in torrents, and the rivers overflowed their banks, causing immense destruction of property and the loss of many lives. The Segura River and the Lorca Canal, which runs by Cartagena, rose rapidly until the water was seven feet deep around the walls of the city. Houses, trees, and dead animals were carried out to sea by the raging flood, which stretches for a mile around the city.

The people of Montreal are affected with two evils—the small-pox, and an ignorant population who prefer small pox to vaccination. The ignorance, obstinacy, and stupidity of a portion of the French population is worthy of the dark ages. It seems wonderful that any person could be unwilling to avoid catching and spreading a loathsome disease.

The cholera recently caused a panic in Palermo, and thirty thousand persons fled from the city. The advance of the disease was unprecedented. In four days the daily mortality rose from 3 to 185. Two or three nights before there was a grand illumination and universal celebration in honor of the appearance of the vision of a saint bearing the assurance that the epidemic would soon disappear. After this the people commenced mobbing the sanitary officers whenever an attempt was made to disinfect places where the disease prevailed. In view of these facts it was not remarkable that the epidemic increased with frightful rapidity. Where Roumania?

The Sultan is in a puzzle. He doesn't know what to do, or which way to turn. Nothing so clearly proves the decadence of Turkey as the weakness and irresolution now prevailing at Constantinople.

The peculiarity of the time is slack allegiance to a party as a party. Real men have become tired of being led about by the nose. The only party to which they always belong is that which represents the public welfare. Sometimes it is democratic and sometimes republican.

There is no doubt that the temperance question is one of the great questions of the day. All good men are united in deploring the evils of drunkenness, and thousands of men who occasionally use liquor themselves are heartily in favor of restricting the sale of it, and even of prohibiting its sale where such a measure can be carried into effect.

It is a significant fact that a kind of evolution seems to take place in the minds of the French people about every fifteen years, and after any particular regime has lasted that length of time the country begins to ripe for and to desire a change. The Consulate and the First Empire lasted fifteen years, the Restoration exactly fifteen years more; then Louis Philippe had his turn for eighteen years. Napoleon III. held his throne during nineteen years. The Third Republic has now lasted fifteen years.

The work on Flood Rock at Hell Gate has been going on for years, out of sight and out of mind of most everybody; but at length everything was in readiness and on Saturday, the 10th, at quarter past eleven, the 300,000 pounds of explosives was touched off. The shock was felt for several miles, and the rock that has so long blocked the East River Channel was thrown out of its place.

HORSFORD'S ACID PHOSPHATE.  
IN NERVOUS DISEASES.

Dr. HENRY, New York, says: "In nervous diseases, I know of no preparation to equal it."



## EDUCATIONAL NOTES.

## FOREIGN.

When the Education Act of 1870 was passed in England there was accommodation for 1,878,584 scholars in the English and Welsh schools. From the returns lately presented to Parliament on Aug. 31, 1884, there was accommodation for 4,833,738 children. The total increase of school places is 2,955,154. Of these, 1,490,174 have been provided by school boards; therefore 1,457,980 have been provided by the supporters of the voluntary system. The total number of seats provided at the present time in voluntary schools is 3,336,564. These require an annual contribution from voluntary sources of 2,814,725.

## CONNECTICUT.

A teachers' meeting was held at Stafford Springs, Oct. 1. Miss J. T. Cunningham illustrated primary arithmetic methods with a class. Hon. C. D. Hine and Principal Carroll spoke on primary reading and writing. A similar meeting was held in Hebron, Oct. 2, the speakers being Hon. C. D. Hine, Secretary of State Board; Principal Cooley, of Windsor Locks, on writing; Principal Somes, of Danielsonville, on Geography; Principal Willard, of Colchester, on Advanced Reading, and Miss Hutchins of Willimantic, on Numbers.

The Teachers' Association of Colchester was addressed Oct. 3 by Hon. C. D. Hine on Reading for Teachers.

The teachers of Willimantic met Oct. 7, and listened to a paper on Botany, by Mr. Geo. H. Tracy, Principal of Bacon Academy, Colchester. Also a paper on Language, by Miss H. A. Luddington, from the State Normal School, and an address by Secretary Hine.

The semi-annual meeting of the New London County Teachers' Association will be held at Willimantic, Nov. 30.

The thirty-ninth annual meeting of the Connecticut State Teachers' Association, will be held in Hartford, Oct. 29-31. The meeting on Friday morning, Oct. 30, will be held in three sections, as follows: High School Section. Under the charge of J. D. Bartley, Principal of the High School, Bridgeport. Grammar School Section. Under the charge of A. P. Somes, Superintendent of Schools, Danielsonville. Primary School Section. Under the charge of C. F. Carroll, Principal, State Normal School. The following are the names of some of the speakers: Rev. Howard Crosby, D.D., LL.D., Chancellor of the University of the City of New York. Prof. A. S. Bickmore, Museum of Natural History, Central Park, New York. Hon. C. D. Hine, Secretary of the State Board of Education. H. H. Smith, Principal of the Connecticut Literary Institute, Suffield. Mrs. D. E. Heath, Boston, Mass. G. B. Fisher, Superintendent of Schools, Weymouth, Mass. G. A. Littlefield, Superintendent of School, Newport, R. I. H. E. Holt, Director of Music in the Public Schools of Boston, Mass. For further particulars address either of the following officers: M. S. Crosby, President, Waterbury; C. L. Ames, Corresponding Secretary, Plantsville; Esther C. Perry, Recording Secretary, Hartford; F. A. Brackett, Treasurer, Bristol.

## IOWA.

The State Normal School of Cedar Falls is in a very prosperous condition, and has a membership of about 300. The model school is under the management of Miss Lillian Bartlett, formerly director of Hawthorn's Kindergarten, Des Moines. Miss Bartlett has had a thorough course in Kindergarten work, and a successful year's work in the Model School is anticipated.

Prof. Hall is investigating the subject of Perspective Drawing, and will doubtless be prepared to publish a book on this subject some day. The field is an inviting and needy one. His system of book-keeping is rapidly gaining in favor, and he has quite a class of students in this subject who take lessons by mail.

Miss S. Laura Ensign is preparing Outlines of Ancient, Medieval, and Modern History, which her students are anxiously awaiting, in the belief that they will be as good as her Outlines on United States History.

Last spring term Miss McGovern offered a prize to that first year student who should write out the best "development" lesson. The committee were County Supt. Churchill, and two county teachers. Their decision awarded the prize to Joseph McMahon. The prize was a most excellent one, being a volume of Shakespeare's complete works.

## ILLINOIS.

On Saturday, Sept. 19, Superintendent Howland, of the Chicago public schools, delivered his annual address to the teachers of the city. The following are some of his suggestions to them:

The school-room is the place for testing the work done by teachers. Noble as their work is accounted, it consists of little things. The farmer, mechanic, or broker can judge the results of this work at once. But how little can we judge of our work at once! The little six-year-old as he stands in his new shoes on the first morning of school, expectantly waiting for the long wished for time of entrance upon school, is a sight and an object worthy the attention of a fairy. The teacher should be this fairy. No cross word or look should abide with the teachers of our little children. Though our school houses are not play houses, they may nevertheless be made none the less enjoyable. Instead of our pupils dropping away from school as deserters from an army, they should find the school-room the happiest place in which to be.

In our teaching there should be more use made of the physical world. The objects of nature should be used more and studied more. The knowledge of geometry, of physics, of other sciences, is within our reach. It has been, and still is, in too many of our higher schools, the fashion to bring the venerable skeleton carefully forth from his abiding place a few times near the end of the pupils' course. It should have been in daily use by the class and for the class. School visitation is a good thing, but not of so much worth as that insight which enables us to see our own errors. Our teachers should study the lives of our great educators. We learn of Pestalozzi and even of Froebel that they were impractical to a great degree and full of faults, but yet left enough of their wrecks to make their names immortal. Such examples encourage teachers.

The numerous reading circles springing up throughout the land are good, and should be well sustained by teachers, but I fear, judging from the lists of books printed by many circles, that there is too much of mere text-book reading, and not enough of the reading of such writers as Longfellow, Tennyson, Motley, Green and others of that class. School life, unless broadened by continued mental culture, is a narrowing life. Our teachers should be on their guard in this respect. The teacher should, at an early age, form the habit of adding something new to his store of useful knowledge every day.

## MINNESOTA.

During the session of the High School Teachers' Convention, held at Minneapolis, an organization was formed which will be known as "The Minnesota High School Council," the object of which is "to co-operate in the encouragement of higher education in the State of Minnesota, and, in particular, secure the beneficial operation of the state law for the encouragement of higher education."

The membership is made to include superintendents, principals, and teachers of high schools, presidents and professors of all colleges and universities, principals and teachers of all academies, members and officers of the high school board, the state superintendent of public instruction, and assistant.

Prof. C. W. Hall, of the State University, made some interesting suggestions as to the method of studying the natural sciences and the apparatus needed. He spoke of the plan proposed for a high school exchange for the more satisfactory study of geology. He suggested that each school in the state make a collection of geological specimens in its vicinity, getting fifty or more specimens of each sort, these to be sent to the state university, where collections will be made up embracing the geology of all parts of the state and sent back in exchange.

Prof. Beckdolt, of Mankato, did not believe in attempting to do anything with the microscope in the high school. He argued that the pupils were mere infants in science, and it was a waste of time to try to do any thorough scientific work at this stage of the educational course.

Prof. Rankin, of Owatonna, presented a course of study for a high school, which called out some discussion. The question of the position and prominence of ancient history in the course received special attention. Prof. Beckdolt did not think the pupil ought to be carried any further back in history than Julius Caesar's time. He ought to be made to identify himself with the times and persons that the history treats, and cannot do this with the ancient Greeks and Romans. Prof. Sanford, of the university, made an earnest protest against this doctrine, and maintained that Demosthenes, Pericles, and Socrates were persons whose acquaintance the youth of to-day ought to make.

President Northrop said he sympathized deeply with the high school teachers on account of the multiplicity of subjects they were obliged to teach. He believed there was altogether too much in the course, among other things history. The object of education is not to teach everything about everything, but a good deal about something, and some method ought to be devised for simplifying the high school course.

The following officers were elected: President, Superintendent V. G. Curtis, of Stillwater; Vice-President, Prof. West, of Faribault; Secretary, L. C. Lord, of St. Peter.

## NEW YORK.

Professor Giles H. Stilwell, Principal of Public School No. 3, Syracuse, who recently returned from Binghamton with a bride, has been made the defendant in a breach of promise suit brought by Miss Bessie Rowe, of Binghamton, a graduate of Syracuse University. Professor Stilwell is about twenty-eight years old, and came here in August, 1884. He was employed to teach the more advanced branches of study at the beginning of the fall term. The professor is good looking, and was exceedingly popular among his scholars because of his pleasant manner. He attended to his duties faithfully and without even a day's absence until the annual spring vacation. Then he went away and it was said that he was to be married. Before the reopening of school he returned with his bride. He had married Miss Mary A. Lewis, of Lisle, New York. Mrs. Stilwell was given the place of teacher in the same room with the professor.

Professor Bickmore is delivering a most interesting course of lectures to teachers in the American Museum of Natural History, Eighth Avenue and Seventy-seventh Street. The subjects and terms are as follows: Oct. 17, The Mississippi Valley; Oct. 24, The Yellowstone National Park; Oct. 31, The Garden of the Gods; Nov. 7, The Canons of the Colorado; Nov. 14, The Yosemite Valley; Nov. 21, Mexico and Central America; Nov. 28, The West Indies; Dec. 5, The Andes; Dec. 12, The Amazon.

## PENNSYLVANIA.

Recently the public school teachers of Cass, near Williamsport, numbering twenty-five, were to receive their money for the last two months. Notwithstanding the fact that the treasurer, Patrick Adams, had received \$1,425 from the public collector, when the teachers in a body presented their warrants he refused to pay them. An indignation meeting was held and the teachers agreed to stand together and not teach until the money was paid. This morning when the scholars assembled the doors of the school houses were closed and circulars were distributed among the houses stating the reason of the closing of the schools. The parents of the children were indignant and called on the treasurer, who was insolent, but finally agreed to pay part of the money. We publish this account as an evidence that teachers in Pennsylvania are determined to maintain their rights, as they ought to do.

## WASHINGTON TERRITORY.

The program of the Thurston County Teachers' Institute, Washington Territory, was recently held. We give a few extracts from the proceedings. They are as follows:

1. Organization. Miss M. Freeman and Miss Amy Case, Secretaries.
2. Suggestions on the organization of schools.
3. What to do with beginners. How to cultivate the perceptive faculties.
4. How the power of attention can be cultivated.
5. Primary reading. The eye as a factor in education.
6. Phonic drill.
7. Geography and history.
8. Primary arithmetic.
9. Language and grammar.
10. How to cultivate the moral faculties. How may temperance be taught in our schools.

How to teach number to beginners was discussed, and practical ideas suggested by teachers and superintendent. Methods that addressed the perceptive faculties were illustrated. Early lessons should be taught in connection with objects. It should be the aim of the teacher to cultivate correct expression in teaching numbers as well as all other branches. Some novel methods were presented, and the idea emphasized by the superintendent, that the end of each and every recitation should be to bring into exercise as many faculties of the mind as possible. Young children gain ideas through the perceptive faculties, and early lessons should be adapted to that end. In the teaching of arithmetic how many opportunities are afforded of giving a practical character to the work; by associating articles of commerce in the neighborhood with the questions; requiring the pupils to make out bills of parcels for themselves, and to make them out accurately and neatly. The tables of weights and measures should be determined by experiment, the filling of a gallon or quart from a pint measure, the filling of a pint bottle from a small phial of a certain

number of ounces, the measuring of lengths with a rule or tape line, finding by measurement the contents of the school-room, playground or some other portion of land, all having in view practical work, as well as practical knowledge.

## PERSONAL.

The enthusiasm of the Virginia teachers who attended the Peabody Institute at Fredericksburg the past summer, surpassed anything of the kind we ever saw. We never before knew an Institute to so thoroughly wake up a whole community, and to arouse such an intense interest in education among both teachers and citizens. It was through the skillful management of Prof. T. J. MITCHELL, and his chief assistant, Prof. J. G. SWARTZ, that this gathering was made such a brilliant success. Prof. Mitchell is master of his profession, and completely won the attention of every teacher in attendance from the beginning of the Institute to its close. While he is intensely practical, his manner of speaking is so magnetic and earnest, and those inborn qualities that make the successful teacher are so beautifully exemplified in all his actions that his influence for good is beyond estimate. The form in which he put his instruction on the board made it possible for every one to carry it away with perfect accuracy, and the great sympathy and kindness which he manifested toward all the teachers bound them to him with an extraordinary attachment. Both he and Prof. Swartz were made the recipients of a beautiful silver water service at the close of the Institute, and a unanimous petition was sent to the State Superintendent, asking him to hold another Institute in Fredericksburg next year, and invite the same gentlemen to act as instructors again.—S. W. Journal of Education.

MAJOR R. BINGHAM, of North Carolina, says: "The new South has given up slavery, and has doubled the cotton crop with free labor. But the war, which enriched the North, left the South in a terrible state of destitution. New York State, including New York City, has more taxable wealth than all the Southern States. In this destitution, the white people, who pay all the taxes, are taxing their dollar twice as heavily as Massachusetts taxes her dollar, and can keep the schools open only three months, and can pay her teachers only twenty-five dollars per month.

GEN. MURRAY, State Commissioner of Arkansas for the New Orleans Exposition, is a live man on the question of education. He speaks in the highest terms of the Alabama Agricultural and Mechanical College. The teachers of Arkansas should not rest on the question until they have one like it, an institution separate and distinct from the state university. This is the most urgent demand of modern education.

THE MAHDI has left four successors—enough to keep the Sudan comfortably hot for some time to come. The country is reduced to a state of anarchy. If General Gordon's advice had been followed there would have been a strong native government to-day at Khartoum under Zubeir. Commenting on the career of the late Mahdi, *The Current* concludes that, "above all, the holy rebel owed his greatness to the lack of military genius and instinct in Mr. Gladstone," who "stood as much in awe of the mosques and minarets of Khartoum as the devoutest camel rider of the shoreless sands."

## NEW YORK CITY.

Dr. Calkins will deliver an address, by special request, before the Primary Teachers' Association in Primary School No. 47, Twelfth Street, Oct. 19, at 4:30 P.M.

His subject will be "Methods of Teaching: Their Uses and Abuses." It is certain there will be a large attendance.

The Fifty-fourth Annual Exhibition of the American Institute opened on Wednesday, the 30th of September, at the Institute Hall, Third Avenue, Sixty-third and Sixty-fourth Streets.

The machinery department is especially rich in novelties, and some extremely curious devices are shown in which steam, electricity, gas, and compressed air are the motors. There are, too, several new ventilators, or fans, of novel construction.

The department of household furniture affords a curious study, as many new and ingenious inventions are shown, that, it is said, will entirely revolutionize the present method of house furnishing.

A combination organ on which the organist can play automatically, and with the keys, at one and the same time is another attraction, especially for all who are lovers of music, while many novelties in pianos, musical boxes, and toys will also be shown.

The other departments, especially that of fine arts, are equally unique and interesting, while some marvellous inventions in the form of surgical and scientific instruments will create considerable stir.

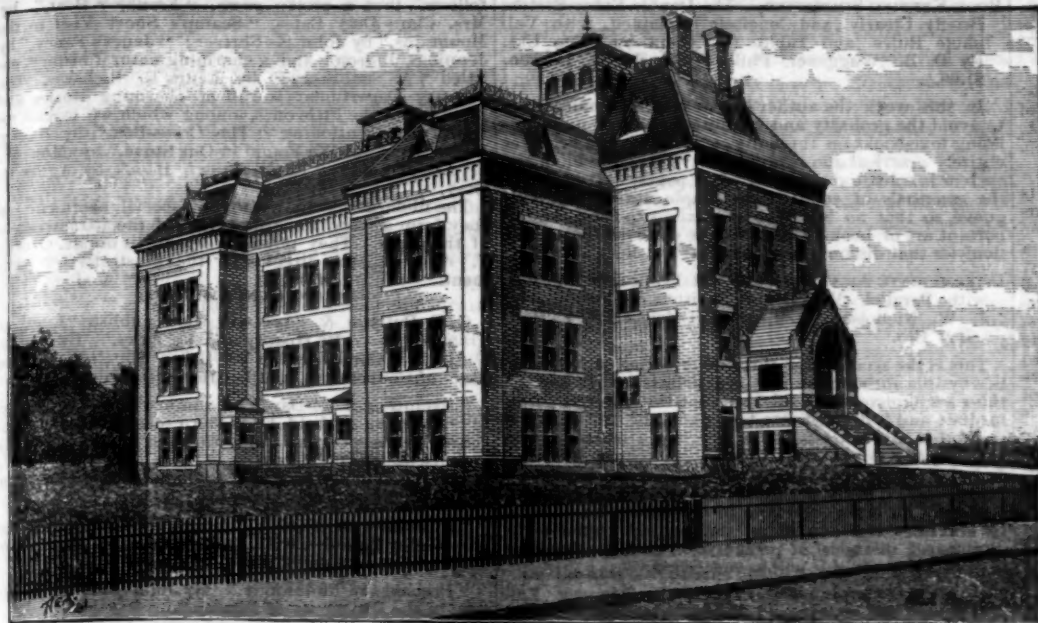
The following letter will explain itself:

DEAR MR. EDITOR:

You seem to take very strong exception, not so much to the indirect and equivocal manner of some principals in getting clear of incompetent and obnoxious assistants, as that they are gotten ridden of at all.

As a business man, what could you effect through an assistant who could not, or would not, carry out your methods and purposes. If the exigencies of your business forced you to accept persons who had neither the training nor preparation for your business, and you found them after long, honest, and often criminally patient trial—criminal because of the consequences to large numbers of children—incapable, unfit, or unwilling, what would be your duty and your interest? Would not sentimental moans over the separation be very inconsistent and out of place, even though this ill-doer were a woman? Of course displacement always presupposes open and honorable means, to compass it. If an incompetent or unsatisfactory person accept a salary for services not properly rendered, that person wrongs himself and vitally wrongs every interest connected with the business. How can such teachers (save the mark) build honest and honorable character in their victim pupils. What is loss or salary to such, compared to the loss of pupils who are under them. The writer has had a long experience, and has yet to know one instance in which a principal so far forgot, or ignored, his own interest, as to antagonize an assistant who did duty fully, faithfully, competently, and acceptably. It is two natures are so utterly unlike that they cannot work in harmony, by all means remove the obstruction. It is idle, senseless sentiment to think that the common business rules of life can be put aside in the school-room. Civil Service Reform is more needed in the school-room system than in any other public department. Rotation in office without fitness is a crime.





The High School Building Bridgeport, Conn.

## LETTERS.

Among the "Educational Notes" in the JOURNAL of Aug. 29 occurs the following:

"The Prussian *volkschulen* are overcrowded, and the teachers underpaid. Pupils to the number of from 80 to 300 are placed in charge of a single teacher, often a boy not more than fifteen or eighteen years of age. The pay of the teachers is wretchedly inadequate. Most of them are forced to seek outside employment in order to get enough to live on. So unattractive is this profession that there is a want of teachers to fill the schools. In 1869 there were in Prussia 595 teachers and 474 assistants' positions vacant. There were school districts where there had been no teachers for a generation."

While it may be possible that the statistics given in the latter part of the above were a true exposition of the *volkschulen* of Prussia sixteen years ago, it is true in no respect now; therein is the above item misleading. Personal visits to schools of various kinds, from the smallest village school to a gymnasium in the capital; acquaintance with a great many teachers and school directors; familiarity with educational journals; a most careful study of the school system and of the methods of conducting the schools, teach me—

1. That it is seldom that one finds more than 80 pupils under one teacher; the usual number is not over 50.  
2. That in no part of Germany can a person teach who has not completed the course in a teachers' seminary, or a much wider course in the university. Pupils enter these seminaries at 14, 16, or 17 years of age, and must remain 6, 4, or 3 years respectively, thus completing the course in every case at 20 or older. The only exception to the above is when there is a lack of teachers; the best of the graduating class are sent out before completing the course. That occurs very seldom, as I shall show further on.

3. That the pay of the teachers from a German standpoint, is generally adequate. Viewed from an American standpoint, it is small; but the demands upon one's purse are incomparably less than in America, the teacher's old age and family are secured by a pension, he has a place secured for life, and is generally satisfied. Many seek outside employment, not through compulsion, but through German thrift and desire to accumulate.

4. Instead of there being vacant places, in every province there are hundreds of young men waiting for places. The teachers' seminaries aim to control the question of supply by admitting only a sufficient number to meet the demand. There is never a want of applicants. There is a stability, a character, a security about the teacher's position in Germany that is almost entirely wanting in America. We shall do well if we learn many important lessons from the German school system, as Austria, Greece, Bulgaria, Denmark, Sweden, and other states have already done.

L. SEELEY.

Jena, Germany.

My school has been furnished recently with Reading and Writing Charts. I have never taught by means of charts, but have used the Word and Phonic Methods with great success. I wish to do efficient work the coming year. Would you please to mention some book, or paper from which I would gain some special and practical instruction upon the subject.

L. E. S.

[Write to the publishers of the charts for the author's manuals or directions for their use.]

Name the leading statesmen from the Revolution to Jackson's administration; from Jackson's administration to Buchanan's administration; from Buchanan's administration to the present.

M. S. N.

[The list would be too long for the JOURNAL columns; they can be found in United States Histories.]

We always try to commence school with some bright, interesting exercise. It seems to make the whole day pass more pleasantly, and it is the best remedy I have found for tardiness. We sing, read a few verses in the Bible, and repeat the Lord's prayer. Then I give them a short lesson on Plants, or Animals, or read an interesting article. Sometimes we have a little talk about one of our favorite authors, and then commit a choice selection from his writings.

I think one of the good things about the "New Education," is the substitution of "Language," in place of the monotonous drills in technical grammar. One exercise which always pleases any language class, is to describe a picture, and write out the story they see in it. Besides the drill in expressing thought, I find that it strengthens their perceptive, and imaginative powers.

In my primary class, last spring, I used the script exclusively, and was pleased with the result. But just now I am having a little trouble in changing to the print. Will you please give me some hints in this matter?

AN IOWA TEACHER.

Yours is evidently a live school. We should like to hear more about it. In regard to changing from script to print the following suggestions are offered by one who has had a little experience. If any of our readers have different methods will they be kind enough to communicate them to the readers of the JOURNAL?

After a class has spent several weeks in reading script forms, the transition to print may safely be made without confusion. Choose a sentence from the book or chart in which they are to begin to read, the words of which, are all familiar in their script form. Write one of the words in one place and print it in another. After they give the name of the spoken word point to the printed one and tell them, that it is the same word only made as it looks in the book. Then ask them to find it in the book, or upon the chart, telling them on what page and what line to look, so that they will not have too much trouble in finding it. After treating all the words, in a sentence in this way, write the whole sentence on the board, ask them to read it and then ask them to find it in the book. A few lessons of this kind will enable the class to recognize the printed form of any word whose script form is known unless it is one of those that bear scarcely any resemblance. One caution might be added here. As far as possible choose at first the words whose printed and written forms resemble each other most closely.

In the JOURNAL of Sept. 13 was a reply to the question, "What modifiers may a participle have that an infinitive cannot have?" which stated that "It [a participle] may have, however, the construction of a noun, adjective, and verb." This is ambiguous. By the omission of the article before "adjective" and "noun," does "D" mean to say that a participle may in one construction perform the three offices named? or does it mean that in one construction it may become a mere noun, in another a mere adjective, and in another a mere verb? The participle is two-fold in its nature; it may have the nature of a verb and that of an adjective, or it may have the nature of a verb and that of a noun. In the latter case some prefer to call it a *verbal noun* or an *infinitive in ing*.

Your correspondent, having used the term *construction* to denote office in the sentence in distinction from *nature* or *individual character*, proceeds to say: "It [the infinitive] may [may I] have the construction of a noun and verb, but not of an adjective." This would appear to mean that an infinitive may be used in the sentence to perform the office of a noun and the office of a verb, but not the office of an adjective. The infinitive is two-fold in its nature, having the nature of a noun and that of a verb. In the sentence the infinitive phrase may perform the office of a noun, or that of an adjective, or that of an adverb.

"D" also attempts to prove by a single illustration that a participle cannot be modified by an adjective. He explains that "hearing" in, "The speaker expressed the satisfaction he had in the hearing of the philosopher" is a noun, and that "hearing" in, "The speaker expressed the satisfaction he had in hearing the philosopher" is a participle, and then observe that the thought of the sentence is entirely changed when the noun becomes a participle. The first of the two sentences compared admits of at least three different interpretations and therefore its meaning cannot be determined. As a rule when a participle is changed to a noun by the use of "the" and "of" the meaning of the sentence is not materially changed; as, "He is engaged in writing letters"; "He is engaged in the writing of letters."

All this is to prove what no one disputes, while the question at issue is not touched. Participles may be modified by possessions and by adjectives unless such constructions as the following are condemned: "My going there will depend upon my father's giving his consent"; "This jumping from one side of the fence to the other is ridiculous." No one will deny that "going," "giving," and "jumping," here retain their verbal nature while they take adjective modifiers. Good Brown, and some of the other ancient worthies, who sometimes attempted to regulate rather than to record usage, have pronounced such constructions incorrect. If, however, good usage be appealed to, instead of the grammarian, such constructions pass as good idiomatic English.

PEDAGOGUE.

Whether the name of the English yacht "Genesta" should be pronounced with a hard *g*, as in "get," or a soft *g*, as in "gem," is absolutely undecided, but Sir Richard Sutton's friends know that he pronounces it distinctly with a hard *g*. The word is Latin for broom-corn, and, as every school-boy knows, the "advanced" pronunciation of that language makes every *g* hard.

H.

The following words give five short words having the hard sound of *g* before the vowels: Gang, get, gild, good, gush and gyve, which include all the vowels. Every man has a right to spell, pronounce, and accent his name as he pleases, and I suppose he has the same right for his dog, his horse or his yacht.

## ANSWERS.

69. Please parse italicized words: "John, as well as James, came." "It was known as Morgan's raid." "All that a man has will he give." "I wian him to be a teacher."

C. O. D.

(1.) "As well as" is a coordinate conjunction. See Burt's Pract. Eng. Gram., p. 160. (2.) "As" is a coordinate conjunction connecting the independent clauses of the compound sentence. "Morgan's" is a noun, prop., masc. G., third person, sing. number and pos. case belonging to "raid." "Raid" is a c. n. neu., third p. sing., nom. c. "was" understood. (3.) "Man" is a c. n. masc., third per. sing., nom. subj. of "will give." "He" is a pers. pron., masc., third p. sing., noun, subj. of "has." (4.) "Him to be a teacher" is the object of "wish." "To be" is an infinitive referring to "him" as its subj. and having "teacher" as its complement, Rule 7, Art. 254. Burt's Pract. Gram.

S. A. S.

76. A man bought a piece of land for \$3000, agreeing to pay 7 per cent. interest, and to pay principal and interest, in five equal annual installments: how much was the annual payment.

M. T.

We will assume \$1.00 as the annual installment. If we divide \$1 by the amount of \$1 for 1, 2, 3, 4 and 5 years, we shall obtain the present value of each payment, thus:

\$1 + 1.07 =	\$ .93457	pres. val. of 1st payment.
1 + 1.14 =	.87719	" " 2d "
1 + 1.21 =	.82646	" " 3d "
1 + 1.28 =	.78125	" " 4th "
1 + 1.35 =	.74074	" " 5th "

\$4.16021 = the 5 instalments.

By proportion, as follows:

\$4.16021 : \$5 :: \$3,000 : (\$731.12), annual payment.

Again:

\$731.12 + 1.07 =	\$873.94	present value.
731.12 + 1.14 =	632.56	" "
731.12 + 1.21 =	595.97	" "
731.12 + 1.28 =	563.37	" "
731.12 + 1.35 =	534.16	" "

\$3000.00.

Thus we find the present value of the purchase money, J. F. S., Little Falls.

## QUESTIONS.

84. How can I treat inattention? M. T.  
85. What studies are of real worth in a school course? L. B. R.  
86. What are four reasons for teaching United States History in the common schools? M. S. N.  
87. You talk against examinations, but you give us nothing in their place. Please tell an honest inquirer what she must do. C. N. D.  
88. How can I determine when a question is learned, not merely answered? A. H. L.



## BOOK DEPARTMENT.

## NEW BOOKS.

**THE PREMISES OF POLITICAL ECONOMY.** Being a Re-translation of Certain Fundamental Principles of Economic Science. By Simon N. Patten, Ph.D., (Halle). Philadelphia: J. B. Lippincott & Co. 1885. \$1.50.

The Science of Economics was formulated when its most important truths were but dimly perceived. Further study of the subject revealed errors in the old doctrines, which errors were gradually discarded. As a consequence economic truths have lacked symmetry, and the newer doctrines have not been applied to all parts of the science. The author has made a very careful study of the first principles, which he considers, have all along been discussed very one-sidedly. He maintains that many of the leading doctrines accepted by most economists must be discarded, in order to give place to others more in harmony with the real state of things. The main causes of rent, he says, are not, as is commonly taught, differences of soil, but social requirements. Men complain of the niggardliness of nature, when really the only thing wrong is the universal disposition to prefer those forms of wealth of which nature is least productive. Meat is demanded instead of vegetable food, the still consumes a vast amount of bread stuff, and tobacco displaces other crops of which the earth is more faithful.

The list of subjects discussed embraces some of the most vital questions of to-day—free competition, causes of unequal distribution of wealth, hindrances to social progress, and the means of bettering our present condition.

It is a book that will be highly valuable to teachers, for even though they may not agree with the author's views in every respect, they cannot fail to be benefited by the careful consideration of a subject with which all patriotic teachers should be familiar.

**SCHOOL SONGS.** Primary. No. 2. Consisting of New and Pretty Melodies for Primary Schools. Chicago: S. R. Winchell & Co. Paper. 10 cents.

This little book is prepared for the purpose of supplying a common want in the schools for more songs—fresh, cheerful and wholesome.

The music is excellent, the songs are original and admirably adapted to the four grades of a public school.

**LESSONS ON PRACTICAL SUBJECTS FOR GRAMMAR SCHOOL CHILDREN.** By S. F. and C. W. F. Second Edition. Boston: Little, Brown & Co. Small. 150 pages.

This book will be a real help to progressive teachers who are looking for something to take the place of grammatical grind and arithmetical puzzles. It contains a discussion of such questions as "What is Money?" "How Did Paper Come to be Used in Place of Coin?" "What is a Tax?" "What is a Strike?" "What are our Saving Banks?" "What is a Corporation?" The subjects treated are equally important to boys and girls, and will form a part of the every-day work of a thoroughly good school. The lessons are so written that they can be read to a school and then made the subject of talks and language lessons.

**FIRST LESSONS IN PHYSIOLOGY AND HYGIENE,** with Scientific Instruction Concerning the Physiological Effects of Alcohol and Narcotics on the Human Body. A Text-Book for Common Schools. By Thomas H. Dinsmore, Jr., Ph.D., Professor of Physics and Chemistry in the State Normal School, Emporia, Kansas. New York, Boston, Chicago: Potter, Ainsworth & Co. 163 pages.

This book is divided into five parts, under each of which the various subjects usually considered in a primary physiology are placed. The thoughts are expressed in plain and easy language, and the information concerning alcohol and narcotics is valuable. The book is written in the catechetical form, one question being asked and then answered in the briefest possible manner. If the teacher uses this book in the old recitation manner, we can imagine that much harm would come from it, for the object of teaching is not to make pupils learn set answers by heart. They may memorize and not know what they are saying. For example, a pupil can say "Twenty-eight," in answer to the question: "How many bones are there in the head?" and not know that there are twenty-eight bones there. We are always afraid of text-books written in the manner this one is, for, while it is possible to use them for education, they are generally applied for purposes of cramming.

**PROBLEMS IN ARITHMETIC.** Designed for Practical Every-Day Use in the Grammar School Department of Public and Private Schools. By Julius L. Townsend. Rochester, N. Y.: Scranton, Wetmore & Co.

Whoever takes up this book expecting to find it an arithmetic will be surprised to find no rules or definitions—nothing but problems, and very practical ones too, from one cover to the other. These will be found to embrace the application of all principles of ordinary arithmetic. They are not "test problems" which require mathematical genius to solve; neither are they so simple as to be frivolous. They are designed to meet the capacity of the average pupil. The problems follow the order observed by the usual arithmetic, so that the book may be used in connection with any of the standard arithmetic, and yet furnish more independent thought-producing exercise than is found in text-books where each set of problems follows immediately the rules for their solution. Teachers will find the book a very great aid.

**BOOK-KEEPING SIMPLIFIED.** The Double-Entry System Briefly, Clearly, and Concisely Explained, with Valuable Rules and Tables for Counting-Room Use. By D. B. Waggener. Phila.: Charles R. Deacon. \$1.00.

In this work the author has successfully endeavored to avoid the prolixity and voluminousness of most existing text-books on this subject. He gives a brief yet entirely practical and comprehensive explanation of the system in a little small book of 77 pages. It treats all the essentials of counting in simple untechnical language, so that no boy who is anxious to learn the important art of book-keeping will be deterred by the difficulties that discourage so many.

**INTERMEDIATE ARITHMETIC ON THE INDUCTIVE METHOD,** with Parallel Mental and Written Exercises. By J. W. Nicholson, A.M. New Orleans: F. F. Hensell & Bro.

This is the second of a three-book series of Arithmetics by this author; the first is a primary work and the third a complete one; this, as its title states, is intermediate and is divided into two parts, the first of which is devoted to a few lessons in primary arithmetic, embodying the essential features of the "Grube Method," and the second to the usual subjects of an elementary book.

The author makes no claim to originality as to matter and rules, but aims at an improvement upon some established methods of presentation and development of principles. In this he has succeeded.

**CLASSICS FOR CHILDREN.** A Primer. By Stickney. Embracing the Sentence and Phonic Methods for Teaching Sight Reading. Boston: Ginn & Co. \$0.24.

Here is something that will delight the heart of the primary teacher. Classics for the very beginners in reading. "The House that Jack Built," "Three Blind Mice," and "Hickory, Dickory, Dock," and many other familiar nursery rhymes and jingles so arranged that the very first reading lesson will begin with one of these. It is arranged in accordance with the requirements of the Word, Phonic, and Sentence Methods; a vocabulary and a script copy accompany each lesson. Moreover it is founded upon correct principles some of which are the following:

A child should learn to read in the same way that he learns to talk, not by stilted forms but by a natural selection from the things that are familiar to him.

The office of a primer is to secure the immediate recognition of words needful for reading in its proper sense.

The ready recognition of about five hundred words will "put a child upon his feet, as it were," in pleasant natural reading appropriate to his age.

Children who are suffered to run wild with the time-honored nursery classics until six or seven years old, will themselves, almost without exception, make impromptu stories and rhymes which reveal the germinal character of their mental furnishing.

The difference between this book and most primers is that there are in it almost no sentences made up expressly for the purpose of giving practice upon the words they contain. They are "spontaneous outbursts," full of the life and rhythm that is always so pleasing to children.

**CIVIL GOVERNMENT OF THE UNITED STATES AND OF THE STATE OF MICHIGAN,** with Statements of Some General Principles of Government. A Text-Book for Schools. By Russell C. Ostrander. Chicago: Geo. Sherwood & Co.

This book gives a statement of the general principles and the theory of our form of government, with a somewhat full description of the machinery of governing. In describing the duties of public officers, and even in naming officers, much has been omitted; but sufficient data is given to illustrate the plan and form of government in both the Federal and State Governments.

After treating of the government of the United States and of the State of Michigan, the circle keeps on narrowing to that of the counties, townships, school districts, and cities and villages. Elections, taxation and the police power of the States are also treated, the constitutions of the United States and of Michigan given, and the whole finished with a full index. To the teachers of Michigan the work will be almost a necessity, and to book-makers in other States a model.

**A PROPHECY OF THE GREAT SMOKY MOUNTAINS.** By Egglebert Craddock (Miss Mary Murphie.) Boston: Houghton, Mifflin & Co. \$1.25.

We are introduced at once to the rude mountaineers, and listen to their brief homely dialect. The leading figures are Rick Tyler, Dorinda Cayce, and Hiram Kelsey—"Pa'son Kelsey," as his neighbors called the young exhorter who awed them by his visions. The love of Dorinda for Rick lights up the lurid story of murder, and the fierce encounters of desperate men to whom whiskey is next to religion. Our hearts go out for poor Kelsey, who has unwittingly been the death of wife and child, as he lies in prison for others' crimes, and especially, as at the last he dies at the hands of the Cayces, to save the miserable life of 'Cajah Greece, his worst enemy. It is a powerful book in its portrayal of these rough characters, and contains a great many exquisite bits of description of scenery and some rare gems of expression.

## MAGAZINES.

Our Little Ones for October opens with a beautiful frontispiece, "A Fairy Workshop," by W. St. J. Harper, accompanied by a poem by S. J. Douglass, equally artistic thoughts painted in words. "In a Hospital," by Lavinia S. Goodwin, illustrated by Miss E. S. Tucker,

follows, then a pretty poem, "Frankie's Boat," by Mrs. Clara Doty Bates, "Scamp's Short Visit to the Mountains," by John S. Shriver; "Janet's Fancy," by Jennie S. Judson; and a charming natural history, entitled "A Sad Story," by Laura E. Richards. The Nursery Department is full of charming stories and pictures for the little ones, among which we cannot refrain from mentioning "The Cross-Box," by Sidney Dayre; "What We Found in Our Stove," by Mrs. W. S. Amaden, and "Little Brown Bess," by Agnes G. Gray.

The illustrations are worthy of special comment, as they form a very important part of the attractiveness of the paper. They reflect great credit on Mr. George T. Andrews, the director of the illustrative department.

## ANNOUNCEMENTS.

G. P. Putnam & Sons will soon publish "Railroad Transportation, Its History and its Laws," by Arthur T. Hadley, Commissioner of Labor Statistics for the State of Connecticut, and Instructor in Yale College.

"Evolution of To-Day." A summary of the Theory of Evolution as held by modern scientists, and an account of the progress made through the investigations and discussions of a quarter of a century. By H. W. Conn, Ph. D., Instructor of Biology in the Wesleyan University, Middletown, Conn.

"Postulates of English Political Economy." By the late Walter Bagehot, with introduction by Prof. Marshall, of Cambridge, England.

"Problems in Philosophy." By John Bascom, President of the University of Wisconsin.

"Composition in the School-Room." A Practical Treatise. By E. Galbraith.

"A Hand-Book of Whist," being a complete reference manual of the modern scientific game. By "Major Tenace."

"Poetry as a Representative Art." By George Z. Raymond, Professor of Rhetoric and Aesthetic Criticism in the College of New Jersey.

"Lincoln and Stanton." A Study of the War Administration of 1863, with a special consideration of some recent statements by General George B. McClellan. By the Hon. Wm. D. Kelley.

"The Origin of the Republican Form of Government in the United States of America." By Oscar S. Straus.

"Inquendo Island." The narrative of a voyage of discovery.

"How We Treat Wounds To-Day." By Robert T. Morris, M.D.

"Brain Rest." By J. Leonard Corning, M.D. Second edition, revised and enlarged.

The second volume in the "Story of the Nations" series, "The Story of Rome," by Arthur Gilman, will be ready early in October; "The Story of the Jews," by Prof. James K. Hosmer, will follow in November, and the "Story of Chaldea," by Z. Ragozin, in December.

## PAMPHLETS.

**THE TEACHER'S COMMERCIAL VALUE.**—A paper read before the New York State Teachers' Association at Saratoga Springs, July 9, 1885. By C. W. Bardeen, Syracuse.

**Evolution in History, Language and Science.** Four addresses delivered at the London Crystal Palace School of Art, Science and Literature.

## LITERARY NOTES.

Mrs. BURTON HARRISON's clever "Brick-a-Brac Stories," to be published by the Scribners in a few days, is the first book by an American author, issued by American publishers, to be completely illustrated by Walter Crane, the famous English artist. Beside the famous twenty-four quaint full-page pictures, Mr. Crane has furnished a most original and striking design for the cover, in which the articles of brick-a-brac, which suggest the title, are skillfully displayed. This cover, in fact, is altogether a novelty in American book-making; and how elaborate and rich are the Oriental colorings may be intimated from the fact that the binding of every volume undergoes twenty-four separate printings in color.

PRINCIPAL FIFIELD, of the New Haven (Conn.) schools, writes that he is much pleased with the character and arrangement of the consolidated TREASURE-TROVE and PUPILS' COMPANION, and sends inclosed with letter a check of eighty subscriptions.

Every earnest teacher sees the need of having his pupils read what is in line with the work he is doing. The testimonials of thousands of teachers is to the effect that the readers of TREASURE-TROVE and PUPILS' COMPANION by their boys and girls largely increases their interest in school studies. Teachers say they would not do without it for their own use for double the subscription price.

It is not only of interest to teachers and pupils but also to all members of their family circles. Send for sample copy if you have not seen it. Secure a club for it in your schools.

Reader, you desire what will be of direct benefit to yourselves and your pupils; the publishers are ready to pay you for your efforts in securing a list of subscribers, or you can secure it for your pupils at the club rates.

Every day adds to the great amount of evidence as to the curative powers of Hood's Sarsaparilla. It is unequalled for general debility, and as a blood purifier expelling every trace of scrofula or other impurity. Now is the time to take it. Sold by all druggists.



## THE TEACHER'S BOOK TABLE.\*

## PEDAGOGICS.

\*THE EDUCATION OF MAN. Friedrich Froebel; Translated by Josephine Jarvis. New York: A. Lovell & Company.

Froebel has been interpreted by many enthusiastic admirers and followers in this country and in England, but this is the first translation, so far as I know, of the Kindergarten doctrine directly from the fountain head. The work of translation appears to have been faithfully done. The difficulties in the way of a good translator are great. Froebel's style is involved, often obscure and even mystical; this is augmented by the number of German words which cannot be fully rendered in English.

The difficulty in understanding Froebel is not owing wholly to his style. Froebel's ideal of education and the common ideal, are radically different. It is hardly possible for those who select branches of study for their commercial value, or for those to whom knowledge is the end and aim of education, to understand a man whose sole motive is the all-sided development of the immortal soul, and to whom all knowledge, nature and art, are but means to this end. The vast difference between the two opposing schools does not consist of differences in methods or principles, it can only be found in the motive.

Hear Froebel;

"The lowering idea, the delusion that man works, produces, and creates, only in order to earn bread, home, and clothes, is to be only endured; not to be diffused and propagated. No! man creates originally and actually, only that the spiritual and divine in him may take an external form, and that he may then recognize his own spiritual divine nature and the nature of God. The bread, house, and clothes coming to him through this working, producing, and creating, are a surplusage and insignificant additions. Therefore Jesus says: 'Seek ye first the kingdom,' that is, seek to represent the divine in your life and by means of your life, then everything else which is required for the finite life will be added unto you. Therefore, Jesus says: 'My meat is to do the will of Him who sent me,'—to produce, to care for what God has given me in charge, and as he has given it to me.

This profoundly religious doctrine of Froebel is not something to be confined to churches and Sunday-schools, but should be the all-controlling motive of every step in education in the home, school, or college, from earliest infancy to later life. Nothing in education is to be done for the sake of the thing done, but all for the development of the being.

Part I., in "The Foundation of the Whole," gives the fundamental principles of Froebel's doctrine, and it is well worth the profoundest study. The opening paragraph is one that every student should fix in his mind and hold it there as a guiding star.

"An eternal law acts and rules in all. It has expressed and now expresses itself outwardly in Nature, as well as inwardly in the spirit and in the life, which unites the two; it has expressed and now expresses itself with equal clearness and precision to him whose heart and faith are inevitably so filled, penetrated, and living, that he cannot be otherwise than he is; or to him whose clear, quiet, spiritual eye sees into the outward and perceives the inward by means of the outward, and sees the outward necessarily and surely proceed from the nature of the inward. An all-working self-animating, self-knowing—therefore eternally existing—unity necessarily lies at the foundation of this all-ruling law."

Amid all the confusion of varying opinions, the clash of sharp discussions, the war of words, one fact is immutable: the laws that govern human growth are fixed and unchangeable; all teachers have done— all they can do—is to discover and apply these laws; just so far as a method conforms to law, just so far it aids growth, and no further.

The following passage should be printed in the largest type and hung in every Kindergarten in the land:

"The directing, interfering education has, in general, only two things in its favor, either the clear, vivid thought, the true, self-proved, vivified idea, or the exemplar already previously existing and recognized. But where the self-grounded, vivid thought offers and prescribes that which is in itself true, there the eternal rules, as it were, and just on that account, come forth again as passive and following. For the vivid thought, the eternal itself, as such, requires and conditions free self-activity and self-determination of man—the being created for freedom, and resemblance to God."

But the most complete exemplar previously existing and recognized, the most complete model life, will only be a model in its nature, its efforts—never in its form. It is the greatest misunderstanding of all spiritual human exemplars when they are taken as models in respect to form. Hence the frequent discovery that the phenomenon of the exemplar, if it becomes the pattern, acts re-strictingly, indeed deterioratingly, instead of elevatingly, on the human race.

Jesus himself, therefore, combated throughout his life and teachings this clinging to external models; only the spiritual, striving, active exemplar should be held fast as a type, but the form of it should be left free. The highest, most perfect model life, which we Christians see in Jesus, the highest which humanity knows, is that which clearly and vividly recognized the original and formal cause of his being, of his semblance and of his life, which, self-active and self dependent, proceeded by eternal conditions in accordance with the eternal law, from the eternally living, eternally creating One. And this highest, eternal, model life itself requires that each man should be again such a copy of his perpetual model, that he himself should become such a pattern for himself and for others, that he should advance according to eternal laws freely, by his own determination and his own choice. This indeed is, and this only should be, the task and aim of all education. Therefore, even the eternal Exemplar himself is passive and following in the requirement of form.

The imminent, the terrible danger that threatens the kindergarten is *discipleship*, or rather an implicit following of Froebel's methods as illustrated by himself, or interpreted by his friends. To claim that his methods as illustrated by himself, or interpreted by his friends, to claim that his methods are perfect, is to claim that he was divine—that he knew all the eternal laws and their modes of action. It is perfectly right to claim, on general grounds, that the working of the principles in which Froebel believed have just fairly begun, and that there is much that is imperfect in his own illustrations. According to the very best German authorities, his method of teaching arithmetic is full of faults. Kindergartners and kindergarten training schools that spend most of their time in acquiring skill in the beautiful technique of the work, do very little toward inculcating the principles that Froebel loved so dearly, "The letter killeth, but the spirit maketh alive."

Froebel's education is purely ethical or Christian, as he holds it. He had an all-absorbing love for humanity, and for nature as a means of elevating mankind. In all he saw beauty, goodness, and truth. He by no means intended to limit his work to the little ones in the kindergarten; that to him was only an extremely important beginning. "The true education," he said, "would revolutionize the world," and it will—the education that makes character its end and aim.

The Education of Man is a book for prolonged and profound study. It would not be strange if one found in it a mysticism that is somewhat fanciful, but at its heart's core there are great eternal truths. Take it all in all, it is the book that leads the way to higher and better things for the children and for humanity.

THEORY AND PRACTICE OF TEACHING. David P. Page; A new edition, edited and enlarged by W. H. Payne. New York and Chicago: A. S. Barnes & Co.

It is fitting to write the name of David P. Page close to that of Froebel's; not that the two men resemble each other—save in a self-sacrificing love

for humanity. The spirit and enthusiasm of Page were born of the great reform of which Horace Mann was the most noted leader. There is an imperative necessity that a thorough, impartial history of that great movement be presented to American teachers. Who will write it? Surely not one who has spent the best part of a long life in opposing the reform. Many of the educational authorities of New England and New York become exceedingly sensitive and even irritable when the subject of Horace Mann and his work is mentioned.

It is impossible to estimate the value of Page's short life without a knowledge of the tremendous obstacles he overcame. The common schools of New England were no better than the Dame and Hedge-row schools, after which they were patterned. One glimpse is very instructive. Horace Mann in his annual report says: "I have devoted especial pains to learn, with some degree of numerical accuracy, how far the reading in our schools is an exercise of the mind in thinking and feeling, and how far it is a barren action of the organs of speech upon the atmosphere. My information is derived principally from the written statement of the school committee of the different towns; gentlemen, who are certainly exempt from all temptations to disparage the schools they superintend. The result is that more than eleven twelfths of all the children in the reading classes in our schools, do not understand the meaning of the words they read; that they do not master the sense of their reading lessons; and that the ideas and feelings intended by the author to be conveyed to and excited in the reader's mind, still rest in the author's intention, never yet having reached the place of their destination. It would hardly seem that the combined efforts of all persons engaged, could have accomplished more, in defeating the true objects of reading. How the cause of this deficiency is to be apportioned among the legal supervisors of the schools, parents, teachers, and authors of textbooks, it is impossible to say; but surely it is an evil gratuitous, widely-prevalent, and threatening the most alarming consequences."

The deep degradation of the common schools of the most intellectual and moral State in the Union was but a reflex of the public estimate of education and the extremely low ideal of the schoolmaster. "If I did not recite every word of my lesson as I found it on the printed page, I was brought to the desk and flogged by the master," says William T. Adams (Oliver Optic).

To Horace Mann the establishment of Normal Schools was the first step to be taken. How he, with Father Pierce, planted the first normal school at historic Lexington; how Josiah Quincy gave fifteen hundred dollars for the old building in Newton; how at last, after a prolonged fight, the state built the first house for a normal school at Bridgewater, are facts well known. Horace Mann's address at the dedication of this building is one of the finest orations in the English language.

The movement at last reached New York. Through the generosity of Mr. Wadsworth in giving the "School and Schoolmaster" to every teacher in the state, public opinion was at last aroused and "an appropriation of ten thousand dollars outfit and ten thousand dollars per annum for five years, was voted to establish a normal school as an experiment." Then the principals in this great movement sought "the man." Horace Mann pointed to Page. "Go, succeed, or die," said the great reformer. Page went, succeeded, and died.

In him the man and the hour met; perfect devotion to humanity and perfect adaptation to the demands of the times. There is no attempt in the book to elucidate or even discuss fundamental principles, but one feels strongly that every suggestion springs from a principle. Had Page written an elaborate treatise upon the science of education, it would not have been read. He wrote, just at the right time, what was needed to inspire the teachers to move out of the deep ruts into which they had fallen. Thousands of teachers can read the book to-day, with great profit. Above all, teachers need his child-loving spirit breathed into them.



## TWO NOTED MINSTRELS.

Who Have Won Fortunes, and What They Say About Stage Life.

From Stage Whispers.

"Billy" Emerson has recently made a phenomenal success in Australia, and is rich.

Emerson was born at Belfast in 1846. He began his career with Joe Sweeney's minstrels in Washington, in 1857. Later on he jumped into prominence in connection with Newcomb's minstrels with whom he visited Germany. He visited Australia in 1874, and on his return to America joined Haverley's minstrels in San Francisco, at \$500 a week and expenses. With this troupe he played before her majesty, the queen, the Prince of Wales, and royalty generally. After this trip he leased the Standard theatre, San Francisco, where for three years he did the largest business ever known to minstrelsy. In April last he went to Australia again, where he has "beaten the record."

"Billy" is a very handsome fellow, an excellent singer, dances gracefully, and is a true humerist.

"Yes, sir, I have traveled all over the world, have met all sorts of people, come in contact with all sorts of customs, and had all sorts of experiences. One must have a constitution like a locomotive to stand it."

"Yes, I know I seem to bear it like a major, and I do, but I tell you candidly that with the perpetual change of diet, water, and climate, if I had not maintained my vigor with regular use of Warner's safe cure I should have gone under long ago."

George H. Primrose, whose name is known in every amusement circle in America, is even more emphatic, if possible, than "Billy" Emerson, in commendation of the same article to sporting and traveling men generally, among whom it is a great favorite.

Emerson has grown rich on the boards and so has Primrose, because they have not squandered the public's "favors."

**ELY'S CATARRH CREAM BALM**

Cleanses the Head. Allays Inflammation. Heals Sores. Restores the Senses of taste, Hearing & Smell. A Quick Relief. A Positive Cure.

**CREAM BALM** has gained an enviable reputation, displacing all other preparations. A particle is applied into each nostril. No pain; agreeable to use. Price 50c by mail or at druggists. Send for circular ELY BROTHERS, Druggists, Owego, N. Y.



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(1 to 1070, A.D.)

No such series has ever before been published. Greene's History of the English People has only Two on this period. These are a new addition to LAMBERTON'S HISTORICAL ATLAS WITH TEXT 141 MAPS, cloth, \$2.00.

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<b>SUMMARY OF ASSETS.</b>	
Cash in banks	\$ 361,796.41
Bonds & Mortgages, being 1st lien on R.E. 1,005,400.00	2,945,885.90
United States Stocks (market value)	2,400,000.00
Bank & R. R. Stocks & Bonds (market value)	1,600,400.00
State & City Bonds (market value)	222,000.00
Loans on Stocks, payable on demand	254,000.00
Interest due on 1st January 1885	166,683.40
Premiums uncollected & in hands of agents	356,002.72
Real Estate	67,182.97
<b>TOTAL</b>	<b>\$7,395,090.00</b>

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## Publishers' Department.

Adams' Solar Camera is a most valuable invention. By it the sun is pressed into most valuable and interesting scientific work. There is nothing in all science more interesting to students than the solar microscope and the magic lantern. By means of this piece of apparatus the very best results can be secured. There is no light equal to the sun-light. Electricity is far inferior to it. Any teacher who is not availing himself of the use of this apparatus of Mr. Adams is losing more than he knows of. No gas is wanted; there is no fixing up for an exhibition, little trouble is required, and untold interest and instruction is the result. We speak from an experience of many years in this work. A crude apparatus, home made, was used in our school-room with great profit; but how much more could have been done if we had owned one of Mr. Adams' cameras! There is no humbug about it. J. A.

"WHAT sort of an establishment is that across the way?"

"They teach drawing, music, and dancing."

"A young ladies' seminary?"

"No, a dentist's shop."

TEACHER—"What is an engineer?"

Boy No. 1—"A man who works an engine."

Teacher—"What is a pioneer?"

Boy No. 2—"The man that works the piano."

FRED—"Now, Sally, if I give you five apples and you eat two, how many will you have?"

Sally—"Five."

Fred—"Why, no, Sally. If you eat two, you will only have three."

Sally—"Yes I shall. I'll have free in my hands and two in my tummy."

"Does your boy study much?"

"Study much?" replied the fond mother.

"I should say he did. He is always at his books."

"What is his particular line of study?"

"History. He has over a hundred histories. It was only yesterday that I found him hard at work on 'Cross-Eyed Tim, the Scout of Bloody Bones; or, The History of the Pirate Outbreak.'"

The skating rinks should make a deal of money. The patrons come down handsomely every night.

"Why?" asked the schoolmaster in astonishment, "can't you read?"

"No," replied the farmer landlord, throwing a hammer at the hens to remind them that they must get out of the corn.

"No; fact is, I did set out to learn to read once, but when I thought that I should never be able to read a ten-thousandth part of the stuff that's written, I gave it up in despair."

"Was Rome founded by Romeo?" inquired a pupil of the teacher.

"No, my son," replied the wise man.

"It was Juliet who was found dead by Romeo."

SIX OF ONE AND HALF A DOZEN OF THE OTHER—"I must caution you," said the physician, "against drinking wine."

"But I drink very little, doctor," remonstrated the sick man.

"That may be, but you must leave it off altogether. Wine, nowadays, is so adulterated with drugs and chemicals that it is unfit for human consumption."

"What would you advise me to take?"

The doctor then wrote out a five-dollar prescription of drugs and chemicals.

The celebrated Signora Howlinski was in the middle of her solo in the Houston Opera House, when little Johnny Fizzle-top, referring to the director of the orchestra, asked: "Why does that man hit at the woman with his stick?" "He is not hitting at her; keep quiet."

"Well, then, what does she holler so for?"

A SCOTCH farmer determined, in spite of the bad times, to pay his rent if it were his last shilling, and saying to the landlord who received it, "It is my last shilling," he threw down a roll of notes. The landlord counted them and said: "There are £50 to much." "Odds, man," said the farmer, "I put my hand in the wrong pouch!"

"So you expect to go into the country soon, Miss Gubington?" "Yes," she replied, "we are to visit Uncle James, and he has such a delightful house, with the wide porch all covered with trellis vines and grape vines and vines—I can scarcely wait for the time to start."

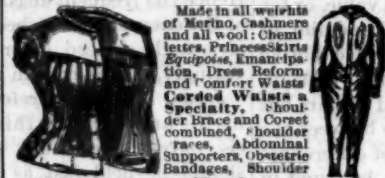
## WHEN MEN

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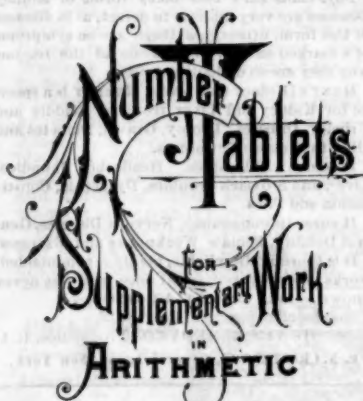
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